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ABSTRACT

This report is North Carolina's State Plan to insure that the public system of higher education in North Carolina is operated in compliance with the requirements of Title VI of the Civil Rights Act of 1964, i.e., that all citizens of the state are afforded real equality of opportunity for access to, participation in, and derivation of benefits from the public systems of post secondary education. The chapters of the report are: 1. Introduction, 2. The Public Post-secondary Education Systems in North Carolina, and 3. The North Carolina State Plan. The report contains 127 appendixes. (DB)

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THE REVISED NORTH CAROLINA
STATE PLAN
FOR
THE FURTHER ELIMINATION OF RACIAL DUALITY IN
THE PUBLIC POST-SECONDARY EDUCATION SYSTEMS

Filed by

The Governor of North Carolina

The Board of Governors of The University of North Carolina and

The State Board of Education

with

The Office for Civil Rights

United States Department of Health, Education and Welfare

Washington

May 31, 1974

JC 740 288

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH 27611

JAMES E. HOLSHOUSER, JR.
GOVERNOR

May 31, 1974

Mr. Peter E. Holmes, Director
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D. C. 20201

Dear Mr. Holmes:

This document constitutes the Revised North Carolina State Plan and is filed in response to your letters to me dated November 10, 1973, and April 24, 1974.

Public post-secondary education in North Carolina is organized into two components: The University of North Carolina, which is governed by its Board of Governors, and the Community College System, which is governed by the State Board of Education. The boards are provided for by the State Constitution and their powers with respect to their respective systems are established by state statutes. The Governor has no direct administrative authority over either system.

At my request, the President of the University of North Carolina and the President of the Community College System acted jointly to establish a biracial drafting committee to prepare a State Plan for consideration and action by the respective governing boards of the two systems. That committee consisted of seven persons drawn from the central administrative staff and the institutional staffs of the University, seven from the central administrative staff and institutional staffs of the Community College System, a University faculty representative, and a member of my staff. Six of its sixteen members are black. (Appendix UNC-1 lists the members of this committee with their titles.)

The drafting committee was composed in the described manner because the initial preparation and subsequent revision of so comprehensive a document as you requested in the short time available required the use of people who were thoroughly familiar with the two systems and were able to perceive problems, devise responses to them, and evaluate the probable feasibility and effectiveness of those responses. This effectively precluded the inclusion of lay or citizen members of the committee, who would have required extensive orientation before drafting could begin.

The drafting committee conferred twice, on January 16 and on May 1, with the only group asking to be heard, the North Carolina Alumni and Friends Coalition. This organization represents the alumni associations of the five traditionally black institutions in The University of North Carolina. The committee also invited the advice of the Coalition on appropriate responses to your letter of April 24.

The Revised State Plan speaks for the State Board of Education and the Board of Governors with respect to the Community College System and The University of North Carolina respectively. I transmit it to you with the request that it receive early and favorable action by your office and the Secretary of Health, Education and Welfare.

Sincerely,

James E. Holshouser, Jr.

May 31, 1974

The Honorable James E. Holshouser, Jr.
Governor of North Carolina
Administration Building
Raleigh, North Carolina

Dear Governor Holshouser:

We submit herewith the text of "The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems," which was prepared pursuant to your request to us to enable you to respond to the November 10, 1973, and April 24, 1974, requests of the United States Department of Health, Education and Welfare.

The Revised Plan is being "submitted in the form of a single document," because that is what was requested in the April 24 communication.

We note that, contrary to the statement in paragraph three of page one of Mr. Holmes' letter of April 24, there was no "document provided /us/ at the April 15 meeting." The first document provided us was the copy of Mr. Holmes' letter to you, which reached us several days after its date of April 24.

The portions of this Plan pertaining to the Community College System that were filed with HEW in February were approved by the State Board of Education on February 7, 1974; the amendments affecting the Community College System will be reviewed and acted upon by the State Board of Education on June 6, 1974, and should any further changes beyond those contained in the Revised Plan be adopted at that time, they will be forwarded promptly to you for transmission to HEW. The portions of this Revised Plan pertaining to The University of North Carolina were approved by the Board of Governors on February 8, March 8, and May 31, 1974.

Respectfully yours,

Ben E. Fountain, Jr.

Ben E. Fountain, Jr.
State President
Community College System

Wm Friday

William Friday
President
The University of North Carolina

BE IT RESOLVED BY THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

1. That the amendments to "The North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems" pertaining to The University of North Carolina are hereby adopted and the amended document, to be known as "The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems", insofar as it pertains to The University of North Carolina, is adopted.
2. That the President is instructed to combine that portion of the Revised State Plan pertaining to The University of North Carolina with the portion pertaining to the Community College System, to supplement the Revised State Plan with such informational appendices as he deems helpful, and to transmit the same to the Governor of North Carolina for his use in making response to the November 10, 1973, and April 24, 1974, requests of United States Department of Health, Education and Welfare.

May 31, 1974

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I. INTRODUCTION

Title VI of the Civil Rights Act of 1964 provides in pertinent part:

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The objective of this State Plan is to insure that the public system of higher education in North Carolina is operated in compliance with the requirements of Title VI. The commitment here made is to insure that all citizens of the State are afforded real equality of opportunity for access to, participation in, and derivation of benefits from the public systems of post-secondary education.

A. Evaluation of Compliance Posture

In its most literal intendment, Title VI requires the elimination of any legal impediments to participation and benefit which are predicated on considerations of race, color, or national origin. No institution, program, or activity receiving federal financial assistance may be established or maintained for the purpose of serving only one race.

The State of North Carolina eliminated, many student generations ago, all de jure restrictions on and impediments to access to and participation in its public senior institutions of higher education which were based on racial criteria. The present community colleges and technical institutes always have been open to all races. No public institution in North Carolina is officially or formally designated as being for any race. The senior institutions, however, by virtue of the racial composition of their student bodies and faculties, do continue to have a predominantly black or a predominantly white orientation, which is characterized as "racial identifiability" or "racial duality" by the Department of Health, Education and Welfare. It is assumed that in the senior higher education context there are entrenched social and psychological forces, derived from the era of de jure segregation, which continue to influence the expressions of choice by students in such a way as to perpetuate the racial identities of institutions. Accordingly, it is asserted that the complicated and pervasive legacy of de jure segregation cannot be overcome promptly enough by resort simply to de jure desegregation; rather, an affirmative program designed to address those existing informal inducements to racial separateness must be adopted and implemented in order to realize further elimination of racial duality in the public system of higher education. In the view of the Department of Health, Education and Welfare, the Community College System shares this obligation because, although it lacks a history of de jure segregation, it ". . . may have perpetuated that segregated system, or impacted upon the desegregation of the system."[1]

Substantial legal questions exist concerning the extent and nature of the requirements of Title VI and the "equal protection" clause of the Fourteenth Amendment in the context of public higher education.[2] In assessing compliance with the requirements of Title VI, however, the responsible federal agencies have emphasized repeatedly that the persistence of racially identifiable institutions supports the conclusion that North Carolina is not in compliance with the requirements of the law.

---

[1] Letter, Peter E. Holmes to Governor James E. Holshouser, Jr., Washington, D. C., November 10, 1973.

[2] Compare the provisions of Subsections (c) and (d) of Section 80.4 of Title 45 (Subtitle A) of the Code of Federal Regulations. Compare, also, Alabama State Teachers Ass'n. v. Alabama Pub. Sch. & Col. Auth., 289 F. Supp. 784 (D.C. M.D. Ala. 1968), aff'd per curiam, 393 U.S. 400 (1969), and Sanders v. Ellington, 288 F. Supp. 937 (D.C. M.D. Tenn. 1968); Norris v. State Council of Higher Education for Virginia, 327 F. Supp. 1368 (E.D. Va. 1971); Lee v. Macon County Board of Education, 453 F. 2d 524 (5th Cir. 1971); Geier v. Dunn, 337 F. Supp. 573 (M.D. Tenn. 1972); see case note at 82 Harvard L. Rev. 1757 (1969). It is not clear as yet, for example, what significance ought to be attached to previous Supreme Court pronouncements, in a different context, such as Chief Justice Burger's definition of a "unitary system" in Northcross et al. v. Board of Education, 397 U.S. 232 (1970), as one ". . . within which no person is to be effectively excluded from any school because of race or color."

In a letter dated February 16, 1970, from Leon E. Panetta, Director of the Office for Civil Rights of the Department of Health, Education, and Welfare, to Robert W. Scott, Governor of North Carolina, and Dallas Herring, Chairman of the State Board of Education, the following appears:

> . . . the State of North Carolina is operating a system of higher education in which certain institutions are clearly identifiable as serving students on the basis of race.
>
> Specifically, the predominantly white State institutions providing four or more years of higher education have an enrollment which is approximately 98 percent white. The traditionally black institutions have an enrollment which is almost exclusively black.
>
> * * *
>
> Educational institutions which have previously been legally segregated have an affirmative duty to adopt measures to overcome the effect of the past segregation. To fulfill the purposes and intent of the Civil Rights Act of 1964, it is not sufficient that an institution maintain a nondiscriminatory admissions policy if the student population continues to reflect the formerly _de jure_ racial identification of that institution.
>
> This appears to be the situation at nearly all of the State institutions in North Carolina; therefore, these institutions must discharge their affirmative duty by adopting measures that will result in desegregation as soon as administratively possible.

In a letter dated May 21, 1973, from Peter E. Holmes, Director of the Office for Civil Rights, to William Friday, President of The University of North Carolina, the following appears:

> The premise of our concern, and that which underlies the order of the District Court in the Adams case, is that North Carolina formerly operated a system of public higher education that was racially segregated by State law, both as to students and faculty. In our review of the information you submitted, we have looked first to the question of whether vestiges of the racial dualism still persist . . . . In appraising whether vestiges of the dual higher education system remain in North Carolina, we have considered first the statistics which you have supplied concerning both faculty and students.
>
> * * *
>
> While some small progress apparently has been made in desegregating the student population, the five historically black institutions remain overwhelmingly black in student composition, and the remaining 11 institutions in the University of North Carolina system remain overwhelmingly white in student composition. Based on the information available, the present racial composition of the faculty and student bodies of the 11 traditionally white institutions, as compared to the racial composition of the five traditionally black institutions, appears clearly attributable to the existence of the prior dual system based on race. Accordingly, we must conclude that the dual system has not yet been fully disestablished.

In a letter dated November 10, 1973, from Peter E. Holmes to James E. Holshouser, Governor of North Carolina, the following comments referable to a desegregation plan submitted by The University of North Carolina on June 8, 1973 appear:

> This Program lacks sufficient detail to enable us to determine whether the points outlined will, in fact, accomplish the goal of eliminating the vestiges of duality in the higher education system of North Carolina. Although your program outlines many important areas for fruitful discussion, it contains no specific goals for faculty or student enrollment at the various institutions.
>
> * * *
>
> The expected impact on desegregation anticipated to result from any action in the plan must be expressed in numerical terms, particularly with regard to faculty employment and student enrollment.
>
> * * *

> As part of our evaluation of your submission, however, we have analyzed the movement of black students into traditionally white institutions, as well as the movement of white students into the traditionally black institutions. This analysis reveals that little progress has been made by North Carolina in its efforts to desegregate the higher education system of the State.

Although other indicia of racial duality are alluded to in connection with federal assessments of State compliance, it is apparent from the foregoing that the indicium of noncompliance on which primary reliance is placed is the persistence of racially identifiable institutions. Accordingly, viewed from such a perspective, the primary indicium of compliance logically would be the significant modification of the racial profiles of affected institutions, to the end that each institution would reflect, in both student and faculty composition, the racial mix of the system as a whole. However, the apparent immediate objective of Title VI compliance requirements, as presently styled, is to render all institutions significantly less identifiable on a racial basis than they now are; the compliance agency has suggested, in formula terms, that white students at predominantly black institutions ought to constitute "one-third of their student bodies" and that black students ought to be enrolled in "significant numbers" at predominantly white institutions.[3] According to HEW officials, it does not now require the total obliteration of the racial identity of institutions.

There are substantial and legitimate questions about what constitutes noncompliance with the requirements of Title VI and about the sufficiency of the evidence which has been used to date to support the conclusion that North Carolina is not in compliance. However, in spite of the absence of helpful judicial explications of the scope and consequence of statutory and constitutional mandates in this area, and in spite of the absence of regulations that seem to be required under the terms of Section 602 of Title VI as a condition precedent to enforcement action, North Carolina here continues to address various vestigial racial problems within its system of public higher education. This Revised State Plan is submitted in lieu of our submittals of June, 1973, and February and March, 1974.

---

[3] Letter, Peter E. Holmes to Governor James E. Holshouser, Jr., Washington, D. C., November 10, 1973.

B. Comprehensive Objectives

The purpose of this State Plan is to address constructively the legacies of the era of de jure segregation in public higher education. To couch this objective exclusively in terms of percentage representation of whites and blacks, respectively, in the constituent institutions, for purposes either of ascertaining noncompliance or measuring compliance, is not a satisfactory approach. Rather, it is essential that all vestigial components of the de jure phenomenon (only one of which is substantial separateness of the races in the educational context) be individually identified and addressed. Preoccupation with numbers and percentages reflecting racial presences will obscure basic dynamics at work in this context and will detract from efforts to realize the basic objective of insuring equality of educational opportunity for members of the racial minorities in the State.

The formerly de jure segregated senior institutions of higher education were a specific reflection of a set of generalized social attitudes and practices that assigned to black citizens a status which was distinctly inferior to that enjoyed by their white contemporaries, even where their economic circumstances were similar; add the fact that the proportion of blacks at the lower economic levels was much greater than among whites, and the lower showing of blacks on such economically-related measures as educational attainment is not surprising. The disparity in attendance rates, comparing whites and blacks, has lessened with time but it persists: Of the 1973 North Carolina high school graduating class, 55% of the whites declared an intention to attend an institution of post-secondary education (excluding trade schools), while only 42% of the blacks declared such an intention.[4] While the participation gap has narrowed, it is one significant after-effect of segregation that the State Plan must address.

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[4] Survey of 1973 High School Graduates (Raleigh: N. C. Department of Public Instruction, 1973), p. 5.

A second effect of the segregated social and senior higher educational systems was that those blacks who did attend the post-secondary educational institutions maintained for them were, in many instances, exposed to an educational experience that was in many material respects inferior to that experienced by white citizens. The qualitative deficiency in educational opportunity available to blacks, to the extent that it persists, also is one that the Plan must address.

A third effect of de jure segregation in higher education was the separation of the two races during a formative period of their lives, with the consequence that connotations of white "superiority" and black "inferiority" were further reinforced. Opportunities for constructive multi-racial experiences in a particularly favorable environment were greatly limited, and while members of both races were the victims of this circumstance, the primary disadvantage was that of the blacks. Increasing the opportunities for constructive inter-racial contact during post-secondary education is a third concern of the State Plan.

As has been observed, de jure segregation in higher education was but one manifestation of a pervasive social dynamic which discriminated against black citizens. Higher education did not create the underlying policy of segregation, but it reflected and perpetuated that policy and so bears a proper measure of responsibility for remedying its consequences in the educational sphere. More specifically, public post-secondary education must insure that no vestige of the formerly de jure discriminatory policies and practices that is within its control is allowed to persist within its institutions.

In summary, the objective of this State Plan is to insure that black citizens shall enjoy equality of educational opportunity in public post-secondary education, with the expectation that the realization of such equality of opportunity in the educational context will translate into improved opportunities and circumstances for black citizens in the broader, post-educational social context.

Consistent with the foregoing analysis of the major consequences of de jure segregation in higher education, the principal remedial objectives embodied in this State Plan and to which the detailed undertakings set forth hereinafter relate are:

1. To Increase the Percentage of Black Citizens Availing Themselves of Post-Secondary Educational Opportunities

The principle which justifies public maintenance and support of any educational system is that the total society derives benefit from the existence of citizens whose capacity to discharge civic, social, and professional responsibilities has been enhanced by the acquisition of knowledge, experience, and wisdom through education. In the public sector, all citizens should be accorded maximum opportunity to develop their individual capacities to the fullest extent practicable, commensurate with their individual abilities. Racial distinctions have no legitimate bearing on the matter; underdeveloped and underutilized citizens of any race detract from realization of a total social potential.

The State of North Carolina ranks low, nationally, in the percentage of its high school graduates who avail themselves of post-secondary educational opportunities. Undoubtedly there is a demonstrable correlation between these statistics and the social circumstances characteristic of the State, including its relatively low average per capita annual income. An essential goal, which bears directly on the future social and economic progress of the State, is a substantial improvement in the number and percentage of eligible persons who enter and complete post-secondary educational programs.

The impact of any effort to realize this objective can and should be expected to affect both black and white members of the population. However, the attendance rate for black citizens is significantly lower than that for white citizens; thus, special efforts designed to ascertain the causes of and effect a correction of that disparity are necessary.

Of general importance, relative to both black and white citizens, are such matters as poverty which precludes attendance, poor preparation at the primary and secondary levels which militates against admissibility to and success following entry into the post-secondary context, and the absence of motivation and aspiration conducive to the pursuit of additional education. These matters are addressed in detail hereinafter, without necessary reference to racial implications in the first instance. To the extent that, in percentage terms, more black citizens than white citizens are the victims of these circumstances, however, the percentage impact of successful remedial efforts can be expected to be greater among blacks than among whites. This is the hope and expectation.

Beyond the consideration of such factors which on their face are not racially significant, there are identifiable special circumstances existing among and impacting on members of the black population which can be identified and addressed. Stated in most general terms, it is essential that we overcome that legacy of the de jure era which had the effect of discouraging black citizens generally from pursuing post-secondary education. While all programs will be conducted on a nondiscriminatory basis with no advantage or detriment predicated on racial considerations, special effort must and will be expended to reach and influence those black citizens who have been rendered less accessible, generally, by the fact of their race.

The efforts embodied in this State Plan, which are elaborated in detail hereinafter, include:

a. Encouraging the implementation of and participation in more effective counseling programs at the secondary educational levels, designed to inspire interest in and to assist students in preparation for post-secondary educational programs.

b. Designing and implementing information and communication services and activities, through the close cooperation of all components of the public post-secondary education system, which will effect a nonpartisan approach by the system to prospective high school graduates designed to apprise them of the total range of differentiated post-secondary options, the characteristics of and opportunities available at individual institutions, and the bases for matching student skills and aspirations with institutional programs.

c. Designing and implementing more reliable techniques for increasing the availability of financial aid to defray the expenses of higher education, expediting the early commitment of financial assistance, and reassessing application fee and advance deposit policies.

d. Encouraging the implementation of and participating in special programs which are designed to help the public schools assist black high school students in overcoming identifiable sociological and psychological deterrents to participation in higher education.

e. Making all institutions, both predominantly black and predominantly white, more attractive to prospective black students; the nature of such efforts will be varied and extensive, and such a total effort is, to varying degrees, the objective of many of the separate particular components of the total State Plan.

2. To Insure that the Quality of the Educational Opportunities to Which Black and White Citizens Are Exposed Is Equally High

The objective first noted above addresses quantitative concerns; of equal, if not superior, importance is the matter of the qualitative content of the educational experiences available to black citizens who will be induced to enter the public system of higher education in greater numbers.

Viewed in simplistic terms, the second legacy of de jure segregation, which entailed an inferior experience for black citizens generally, might be addressed in remedial terms which envision the pursuit of literal parity of student treatment: that is, a merger of institutions, the closing of some, and the coerced reassignment of students along racial lines to produce an assimilation and amalgamation of student populations, reflecting the racial composition of the entire enrollment in the institutions, with the consequence that equality in the treatment of black and white students would unquestionably be enhanced precisely because black students, as a separate group, would be less readily identifiable. Under such an approach, there would be no institutions which would be identifiable as "black institutions" and, thus, the occasion for any racially discriminatory impulse from any public source at an institutional level would be essentially eliminated. Realization of "equality of experience" in the gross sense would be effected. It is true that a principal objective of this State Plan is to modify appropriately the racial compositions of institutional populations. Indeed, the long-term objective is consonant with the general social ideal of "color blindness," which means that in the educational context a student's choice of institution or campus shall be based on considerations other than race; thus, it is expected that eventually the choice of an institution which reflects racial concerns and which results in the existence of predominantly black institutions will be viewed as an outmoded and anachronistic phenomenon. However, for the immediate future the change to be effected is that both types of institutions will be significantly less identifiable in racial terms.

Given the foregoing predicates, the question concerning quality and equality of educational experience must be addressed differently. First, if black citizens will continue to choose to go to predominantly black institutions which in the past have been disadvantaged qualitatively, the quality of those institutions must be improved. Second, if lack of access to various predominantly white institutions had added to the educational disadvantage suffered by some black citizens, such access must be increased.

Initiatives designed to induce increased movement of black students to predominantly white institutions and, correspondingly, the movement of white students to predominantly black institutions, are the principal subject of the next succeeding section. Primary attention is devoted here to the question of qualitative upgrading of predominantly black institutions, primarily for the benefit of those black students who continue to express a preference for attending such an institution.

Viewed in terms which are not racially conscious, the objective of any state planning effort in higher education is to improve the systems of post-secondary education throughout, consistent with the extent of resources of the State, both financial and intellectual, and within the framework of public policy priorities. Thus, both predominantly black and predominantly white institutions should expect to be the beneficiaries of any program designed to enhance the quality of the total system. This remains the fundamental objective, even within the context of addressing any demonstrable black-white institutional disparities. The advantage to black citizens of such an approach is obvious: whether they choose a predominantly black institution or a predominantly white institution, for so long as that distinction remains meaningful, there will be increased assurances that the institution selected is a good one. The same benefit will accrue to white students.

The unexamined assumption, which enjoys wide currency, is that all black public institutions of higher education have always been and are now inferior, in many material respects, to their white counterparts. The facts do not bear out any such simplisticly derived classification; this contention is the subject of more detailed treatment hereinafter. However, for purposes of framing a basic program responsive to the fact that black citizens generally have been exposed in the past to a less satisfactory post-secondary educational experience than white citizens, it may be useful to accept the thesis, with qualifications, that there has been a "black system" and a "white system" within public higher education, and that some qualitative differences between the two can be demonstrated still to exist.

All efforts to identify and rectify black-white institutional disparities will be approached within the context of a careful assessment of institutional quality, as variously measured, and that assessment will be conducted on a nondiscriminatory basis, viz., functional groupings of institutions, including both predominantly black and predominantly white institutions, will be examined with reference to various indicia of quality measurement. Thus, the product of this study, and any corrective measures undertaken in response to demonstrated deficiencies, may redound to the benefit of both predominantly black and predominantly white institutions within the various appropriate groupings. In short, an unexamined premise to the effect that a predominantly black institution is, per se, disadvantaged and qualitatively inferior, will not apply to the process. However, to the extent that more predominantly black institutions than predominantly white institutions appear to have suffered disadvantages, the greater impact of corrective programs will be among predominantly black institutions. That is the expectation and intention.

The basic areas of possible remedial need are analyzed in detail hereinafter at appropriate points in the text of this State Plan.

3. To Encourage Further Racial Integration of the Student Populations of the Public Post-Secondary Education Institutions

Race consciousness of a deleterious variety, which inspires racial separateness involving connotations of superiority and inferiority, is a long-standing fact of American social experience; this fact long has been deplored, its causes and effects have been studied, and efforts have been made to eliminate it. Progress has been and is being made, but the task is far from successful completion. A voluminous and impressive literature in the social sciences and the law suggests in very compelling terms that the formal educational environment, properly utilized, can be and has been an important contributor to realization of progress. A free-standing and separately justifiable objective of this State Plan, therefore, is to insure increased inter-racial exposures within the public system of higher education.

Obviously this objective, so styled, has significant implications for the other two principal objectives here stated within the framework of the State Plan. First, it is expected that improvement in racial ratios within student bodies will impact favorably on the problem of numbers and percentages of black citizens who enter the post-secondary educational system. Second, it is anticipated that realization of progress with reference to racial composition of student bodies will address materially the problem of equality of educational experiences for the two principal races.

Achievement of this objective may prove to be exceedingly difficult. Certain steps will be taken with the expectation that they will have a measurable impact on the migration of the two races from one racial environment to a new and initially unfamiliar racial environment. Other steps, the consequences of which are more speculative, will be undertaken on an expressly experimental basis, with opportunity for close monitoring and periodic reassessment. The essential caveat governing all such initiatives, however, is the following: Programs which arguably would influence the racial composition of institutional populations will not be pursued singlemindedly for the purpose of effecting changes in racial composition if such programs would also have a deleterious impact on the realization of sound educational policies of benefit to students without reference to racial considerations; in short, no integration program will be adopted or implemented in a vacuum, without reference to considerations which transcend race-consciousness.

The essential challenge is to identify and implement programs which will have a substantial impact on the racial composition of institutional populations within the context of a system which is essentially grounded on freedom of student selection of institutions. An initial determination regarding a student's interests, capabilities, and career aspirations usually produces a situation in which the student has several options with reference to the particular institution of the appropriate type in which he or she can enroll. Obviously a wide range of considerations, which ideally should not reflect racial concerns or circumstances, influences the final selection. These considerations include reputation of the institution, types of programs offered, costs, geographic proximity, and influence of family and friends. However, it is widely perceived that racial factors do still impinge in many instances on the selection process in any context where there is a choice available between attendance at a predominantly black institution and a predominantly white institution. It is also apparent that race consciousness is manifest, to varying degrees, throughout the current social fabric of this country; it is not limited in its manifestation to the higher education context, or to geographic areas that once knew legally required segregation of the races.

Approached properly, from the perspective of an acknowledged need to modify and eventually to eliminate racially-inspired considerations in the choice of a campus, the task is to determine carefully the reasons for current racial selectiveness and to fashion programs responsive to those factors. There are no simple answers, and this matter must be the subject of continuing inquiry and periodic reassessment of the results of initial programmatic efforts. At the very least, the initial efforts embodied in this State Plan, to be treated in detail hereinafter, include the following:

a. Rendering the environment more attractive to "minority presence" students at both predominantly black and predominantly white campuses.[5]

b. Improving "minority presence" recruitment efforts, both through individual campus efforts and through joint efforts involving the cooperation of predominantly black and predominantly white campuses.

c. Instituting effective and extensive multi-campus consortia and exchange programs, affecting both faculty members and students, involving pairs or larger groupings of predominantly white and predominantly black institutions, both public and private.

d. Instituting special inducement programs to encourage members of the two races to undertake "minority presence" experiences at campuses which are, respectively, either predominantly black or predominantly white.

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[5] "Minority presence" refers to either black or white persons, who, by context, constitute a racial minority at a particular institution. No special attention is given in this State Plan to racial minorities other than blacks, for there are now no institutions with arguably racial identities other than "white" and "black."

C. Summary

Neither the federal courts nor the federal compliance agencies have generated more than the most general guidance by which the compliance of the State of North Carolina with statutory and constitutional desegregation mandates in the post-secondary education context may be assessed. Similarly, there currently is no reliable basis on which to base a judgment that any remedial efforts are legally sufficient. The State of North Carolina, like all other states similarly situated, is the participant in an important and far-reaching experiment which will impact seriously on the future quality and character of this nation. None of the uncertainties just catalogued diminishes the determination of the State to address constructively various acknowledged deficiencies in its public system of higher education which in the past have had an adverse impact on its black citizens. If in fact North Carolina were to be declared, judicially, to be in compliance currently with the prescriptions of Title VI of the Civil Rights Act of 1964, the program set forth herein would nevertheless be deemed, independently, to be a desirable and necessary one. We undertake this effort to set aright any inequities that are found and to insure equality of educational opportunity for all citizens of the State, without reference to considerations of race.

In this State Plan, we have set forth several programs of action that we intend to undertake to achieve the objectives summarized on the foregoing pages. Some of these programs are admittedly experimental and we do not know whether they will produce the desired effects. Some of these programs may be frustrated by failure of factors beyond the control of The University, such as the unavailability of funds to finance the programs. In the event that a program is frustrated in the achievement of its objective by its own ineffectiveness or the inability to implement it due to external factors, we will endeavor to develop alternative programs designed to achieve as nearly as possible the same objective. Realism suggests the recognition, however, that for some of the programs projected in this plan, money in substantial amounts will be essential; that in the absence of federal grants to the states to aid in eliminating the vestiges of de jure segregation in higher education, the state legislatures are the only available source of funds for such purposes; and that if legislative appropriations are not forthcoming, equally effective alternative means to attain the same objective will be difficult to devise.

II. THE PUBLIC POST-SECONDARY EDUCATION SYSTEMS IN NORTH CAROLINA

A. Post-Secondary Education in North Carolina

1. General

Post-secondary education in North Carolina--the aggregation of institutions through which formal education beyond the high school level is offered to the public--consists of several systems that may be grouped into two sectors, public and private. The public sector comprises The University of North Carolina with 16 constituent institutions, all of which offer at least the bachelor's degree, and the Community College System with 57 institutions, all of which offer vocational and technical programs of up to two years' length and 17 of which offer two-year associate in arts degrees. The private sector comprises 29 private senior institutions, 10 private junior colleges, one theological seminary, two Bible schools, and numerous private vocational schools offering instruction in many trades and occupations. (Appendix UNC-3 shows the locations of most of these institutions.) The University of North Carolina is governed by a single Board of Governors and each of its constituent institutions has a board of trustees exercising authority largely delegated to it by the Board of Governors. The Community College System is governed by the State Board of Education and each of its 57 institutions has a board of trustees exercising under direct statutory delegation somewhat more authority over that unit than the counterpart board of trustees exercises over each of the university campuses.

The private sector is subject to no involuntary coordination by public or private authority. There is one voluntary membership association, the North Carolina Association of Independent Colleges and Universities, to which the private senior and junior institutions of higher education belong. The State licenses private, degree-granting institutions established since 1923, but the great majority of the senior and junior private institutions antedate 1923 and so do not come within that regulatory authority.

2. Enrollments

The following table shows the numbers of students and thus the relative proportions of the post-secondary educational responsibility now carried by the various types of public and private institutions (omitting the private vocational schools):

Public Sector			
The University of North Carolina			
Constituent institutions (16)	90,454		
Military centers (3)	1,730		
		92,184	
Community College System (57 institutions)			
College transfer programs	9,194		
General education programs	8,948		
Technical programs	28,876		
Vocational programs	12,370		
Extension programs (estimated)	105,000		
		164,388	
Subtotal, public			256,572
Private Sector			
Senior colleges and universities (29)	41,510		
Junior colleges (10)	6,273		
Theological seminary (1)	634		
Bible colleges (2)	466		
Subtotal, private			48,883
Total			305,455

While the private institutions, especially the colleges, continue to carry important responsibilities for education in North Carolina, their share of the task is diminishing. In 1900, the private colleges enrolled 62% of the state's college student population; that figure dropped below 50% in 1947 and stands now at 33%. The rapid growth in the institutions of the Community College System during the last decade has brought large growth in the numbers of people enrolled in technical and vocational programs, and has produced a larger share of enrollments in the public than in the private institutions.

During the last decade, the public senior institutions now within The University of North Carolina gained 92% in enrollment and the Community College System institutions gained 2,043% in their college transfer program enrollments alone (only two of those units existed as public institutions in 1963), while the private senior institutions grew by 28% and the junior colleges by 20%. The leveling off of the college-age population, among other factors, is reflected in the fact that enrollments in The University of North Carolina grew by only 3% from 1972 to 1973 and those in the college transfer programs of the Community College System at approximately an equal rate, while those in the private senior colleges barely held even and those in the private junior colleges declined by 13%. Overall (and omitting the enrollments in the community college programs other than college transfer), the growth in enrollments from 1972 to 1973 was 1.5%. Appendices UNC-4 through UNC-22 provide extensive analyses of current and recent enrollments in post-secondary educational institutions in North Carolina.

3. State Aid

In recognition of the financial needs of the private institutions, related in part to the leveling or in some cases declining enrollments in those institutions, the State (primarily through legislation enacted in 1971 and funded in 1971 and 1973) has undertaken to aid the junior and senior private colleges and universities. Under this program, currently funded at $4,600,000 a year and recommended for continuation next year at the same level, each institution is granted up to $200 a year for each of its full-time equivalent undergraduate students who is a North Carolina resident. It is only required of each institution that it pay out to needy North Carolina students scholarships totalling an amount equal to the grant it receives from the State during the same year. The institution need not add to its scholarship funds the whole of the State grant, so long as the total of its scholarship funds (whatever their source) for needy North Carolinians equals the sum of the State grant. The scholarship to the individual student is determined by the institution and is not limited to $200; that is the maximum amount allowable to each institution for each North Carolina undergraduate, needy or not, whom it enrolls. (Another program provides aid to two in-state, private institutions enrolling medical students who are residents of North Carolina.)

B. The University of North Carolina

1. Evolution of The University

The University of North Carolina with its 16 constituent institutions is the product of two centuries of decisions and actions, sometimes local and sometimes statewide in their intended impact. Several of the institutions began with only a local service role, with no thought of their relationship to statewide educational needs; others were established with a statewide constituency always in mind. The elevation of several of the institutions that had been begun as high schools or normal schools into public senior colleges was enacted by the General Assembly with a view to their assumption of enlarged roles as regional service institutions. The merger of three institutions to form the consolidated University of North Carolina in 1931 and the incorporation of all 16 institutions into The University of North Carolina in 1971 were responsive to judgments made primarily by political leaders, and stemmed from their conclusions that the best interests of the State required the kind of program coordination that only a multi-campus system functioning under a single governing board could provide.

The 16 campuses merged into The University of North Carolina in 1971 came each with its own collection of programs and activities, undertaken over many years for many reasons that seemed at the time sufficient. The program of The University is, for the time being, the sum of the inherited programs of the 16 constituent institutions. Therefore any consideration of The University of North Carolina must begin with its principal components, the 16 constituent institutions, and their programs.

2. The Constituent Institutions

The sizes of the 16 institutions and the centers maintained at the military institutions and their growth over the last decade are indicated by the following table:

Enrollment in The University of North Carolina

1963, 1968, 1972, and 1973

Institution	Fall 1963	Fall 1968	Fall 1972	Fall 1973		Percent Change 1963-1973
				Number	% Change Over 1972	
UNIVERSITY OF NORTH CAROLINA						
Appalachian	3,186	5,580	7,352	7,545	2.6%	136.8%
East Carolina	5,930	9,258	10,286	10,068	-2.1	69.8
Elizabeth City	885	1,009	1,109	1,146	3.3	29.5
Fayetteville	1,013	1,243	1,643	1,790	8.9	76.7
N. C. A. and T.	3,005	3,844	4,510	4,751	5.3	58.1
N. C. Central	2,609	3,042	4,028	4,062	0.8	55.7
N. C. School of the Arts	-	218	351	378	7.7	-
N. C. State University	8,207	11,964	13,809	14,257	3.2	73.7
Pembroke	934	1,564	1,980	1,918	-3.1	105.4
UNC-Asheville	545	748	1,129	1,125	-0.4	106.4
UNC-Chapel Hill	11,297	16,233	19,224	19,396	0.9	71.7
UNC-Charlotte	1,414	2,351	5,159	6,123	18.7	333.0
UNC-Greensboro	3,737	5,889	7,411	7,856	6.0	110.2
UNC-Wilmington	927	1,240	2,280	2,542	11.5	174.2
Western Carolina	2,289	4,310	5,640	5,844	3.6	155.3
Winston-Salem	1,160	1,301	1,720	1,653	-3.9	42.5
UNC Total	47,138	69,794	87,631	90,454	3.2	91.9
MILITARY CENTERS						
Fort Bragg	-	1,070	1,020	891	-12.6	-
Camp Lejeune (ECU)	-	408	369	385	4.3	-
Cherry Point (ECU)	-	387	419	454	8.4	-
Seymour Johnson (ECU)	-	247	-	-	-	-
Mil. Ctrs. Total	-	2,112	1,808	1,730	-4.3	-
TOTAL	-	71,906	89,439	92,184	+3.1%	-

In law, each of the 16 constituent institutions of The University is equal to every other one. With a few exceptions (which the Board of Governors is empowered to override), no program is assigned by law to any one of the institutions. As a part of the program authorization pattern which it inherited, however, the Board of Governors has acknowledged and thus far retained the categories of institutions that had developed prior to 1971, consisting of three institutions authorized to grant degrees up through the doctorate, six authorized to grant degrees up through the master's and certain professional degrees, and seven authorized to grant only the bachelor's degree.[1] From the last category may be taken and established as a fourth category the North Carolina School of the Arts, in recognition of its unique status as a conservatory of the performing arts and as both a secondary and a post-secondary institution. These four categories of institutions reflect subsisting functional differentiations and have been employed in this State Plan for most analytical purposes.

These four categories of institutions have no racial purpose or connotation. Only three institutions have been authorized to grant doctorates. The five-year, master's degree granting category includes two predominantly black institutions and four predominantly white institutions. The four-year, bachelor's degree granting category includes three predominantly black and three predominantly white institutions. The School of the Arts is unique in the nature of its program and was established after the era of de jure segregation had passed.

Moreover, none of the 16 institutions has now or has had for many years a racial designation as a part of its formal title or its assigned function. Long-established policies represent all 16 institutions and their programs as open to students without respect to race.

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1. Just prior to the Higher Education Reorganization Act of 1971, there were in addition to The University of North Carolina nine other institutions which the General Assembly had denominated as universities although (like the younger three campuses of the six-campus University) none of them is authorized to grant the doctorate. Only the School of the Arts is not titled "university."

No act of the General Assembly of North Carolina, no action of the Board of Higher Education while it was the coordinating agency for higher education in North Carolina, and no action of the Board of Governors assigns to any constituent institution a geographical service area or limits its capacity to enroll students from any part of the State. Thus no institution is designated as "local," "regional," or "statewide" in role. In practice, some institutions draw larger proportions of their students from their county of location and immediately surrounding counties than do other institutions. Such concentrations of students from the vicinity generally are found in the institutions located in metropolitan areas. (See Appendix UNC-44.)

As to the future roles of the constituent institutions of The University -- roles that may emerge from the long-range (1975-80) plan now in the course of development -- no prior judgment has been made by the Board of Governors. There is no prior assumption that the role of any institutions must be changed as a result of the plan, though there is a likelihood of some changes. Other changes in program might arise from the study of program duplication promised in III, E, 1, d (below). If some prior declaration of the role of each institution must be made now, however, it must be that each institution will continue to perform essentially its present functions until adequate evidence to support a change is presented to the Board of Governors and the Board's approval for the change is given. Of course, no institution will have a specially-declared racial mission after the completion of the plan, just as none now has one.

We hope to make all 16 constituent institutions attractive to students of all races. Within The University, taken as a whole, we hope to provide sound educational programs responsive to all substantial needs of the State.

It has not been the policy of the State, however, and we do not understand the Office for Civil Rights to be asking, that every institution offer the full potential range of academic programs. On the contrary, the clear request is for less program duplication and more specialization among institutions. (To that request we would add our own commitment that all programs undertaken be of a quality worthy of University sponsorship.) To the extent that a student choosing to attend a particular institution thereby limits his career possibilities to those for which that institution is authorized to prepare him, we deem this to be the logical result of his choice made within a framework of program differentiation and specialization.

As a part of the review of programs to be undertaken in connection with the preparation of the long-range plan of The University, the program offerings of the predominantly black institutions, along with those of the other eleven constituent institutions, will be reviewed to determine the extent to which those programs need to be augmented in order to meet the needs of the constituencies of those institutions as defined in non-racial terms. Having long ago concluded that the policy of separate but equal has no place in public higher education, the Board of Governors will not be guided in its decisions primarily by a consideration of the historic racial identity of the institutions in its charge. The primary consideration will be that, within a comprehensive and minimally duplicating set of program offerings, each institution be authorized to offer those programs that it is qualified to offer and which meet the proven needs of those students whom it seeks to serve, and furthermore that whatever programs it undertakes be of a quality worthy of University sponsorship.

The long-range plan is now being prepared by the several Chancellors and their staffs and faculty groups on each campus, working in close conjunction with the President's staff. When the staff work is complete (which it is anticipated to be late in 1974), the plan will be reviewed by the Committee on Educational Planning, Policies, and Programs of the Board of Governors and by the Board itself early in 1975. The duty of adopting the plan and the assignments of functions to the institutions it will contain is legally that of the Board of Governors. Implementation of the plan as adopted by the Board of Governors will be the duty of the President, the chancellors, and such members of their staffs and faculties as they may think it proper to involve. (See Appendices UNC-45 and 46 for a description of the current long-range planning activity.)

As a part of the long-range planning process, the racial implications of present and future functional assignments of the 16 constituent institutions of The University will be evaluated. This evaluation will include the possible racial impact of the inherited functional roles of the four categories of public senior institutions. Corrective actions will be taken where the Board finds them to be needed in keeping with the general objectives of this plan.

The following paragraphs describe briefly the 16 constituent institutions of The University. Appendices UNC-26 through UNC-29 report the numbers of degrees granted by each of these institutions in recent years by level and by field of study. A comprehensive listing of degree offerings of each institution is in preparation and will be provided to the Office for Civil Rights when available.

Doctor's Degree Granting Institutions

North Carolina State University at Raleigh was established in 1887 as the first land-grant college in the State. In addition to its long-established offerings in engineering, agriculture, design, textiles, forestry, and related technological fields, the University has a large liberal arts program. The Agricultural Research Stations, Cooperative Agricultural Extension Service, and Industrial Extension program are under its control. It offers bachelor's, master's, and doctor's degrees.

The University of North Carolina at Chapel Hill, chartered in 1789, comprises a college of arts and sciences, several professional schools, a division of health affairs, and numerous other instructional, research, and service activities. It offers bachelor's, master's, first professional, and doctor's degrees and the sixth year program in education.

The University of North Carolina at Greensboro, established in 1891 as a normal and industrial school for women, it later became a liberal arts college for women and is now a coeducational institution offering liberal arts college for women, is now a coeducational institution offering bachelor's, master's, and doctor's degrees and the sixth year program in education.

Master's Degree Granting Institutions

Appalachian State University, founded in 1899 as a secondary school, became successively a normal school, a teacher training institution, and a liberal arts college. It offers bachelor's and master's degrees and the sixth year program in education.

East Carolina University, created in 1907 as a teacher training institution, has become the third largest campus in The University and offers a diversified program. It offers bachelor's and master's degrees and the sixth year program in education.

North Carolina Agricultural and Technical State University, established in 1891 as the land-grant college for the black race, offers bachelor's and master's degrees. (The racial designation of this institution was removed many years ago.)

North Carolina Central University, chartered as a private institution in 1909 and acquired by the State in 1923, was long a liberal arts college and teacher preparation institution for the black race. It offers bachelor's, master's and first professional degrees and the sixth year program in education. (The racial designation of this institution was removed many years ago.)

The University of North Carolina at Charlotte was established in 1946 as a local junior college, was elevated to four-year status in 1963, and became a campus of The University of North Carolina in 1965. It offers bachelor's and master's degrees. Located in the State's principal metropolitan area, it is the most rapidly growing institution in The University.

Western Carolina University, founded in 1889 as a secondary school, soon became a normal school, then a junior college, then a teachers' college, and then a liberal arts college. It offers bachelor's and master's degrees.

Bachelor's Degree Granting Institutions

Elizabeth City State University, founded in 1891 as a normal school for the black race, became a four-year college in 1937 and offers only the bachelor's degree. (The racial designation of this institution was removed many years ago.)

Fayetteville State University was founded in 1877 to prepare black teachers for the schools of the State; it became a senior college in 1939 and offers only the bachelor's degree. It also operates an off-campus center, primarily for military personnel and their dependents, at Fort Bragg. (The racial designation of this institution was removed many years ago.)

Pembroke State University was founded in 1887 as a normal school for Indians in Robeson County and became a four-year college in 1939. Today Indians constitue only 17% of its student population. The institution offers only the bachelor's degree.

The University of North Carolina at Asheville has moved from a municipal junior college founded in 1927, to a state community college in 1957, to a public senior college in 1963, and to a campus of The University in 1969. It offers only the bachelor's degree.

The University of North Carolina at Wilmington, a county junior college from 1947 until it became a state community college in 1958, has been a public senior institution since 1963 and a campus of The University since 1969. It offers only the bachelor's degree.

Winston-Salem State University, established in 1892 to serve a black constituency and chartered by the State in 1897, has been a four-year college since 1925 and offers only the bachelor's degree. (The racial designation of this institution was removed many years ago.)

School of the Arts

The North Carolina School of the Arts, created in 1963, is the only one of the 16 constituent institutions that still retains its original mission, providing professional training in music, dance, drama, and theatrical design and production. It offers only the bachelor's degree. It also conducts a secondary school program.

3. Governance

a. General

The North Carolina Constitution of 1971 provides with respect to higher education:

> The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of Trustees of The University of North Carolina and of the other institutions of higher education, in whom shall be vested all the privileges, rights, franchises, and endowments heretofore granted to or conferred upon the trustees of these institutions. The General Assembly may enact laws necessary and expedient for the maintenance and management of The University of North Carolina and the other public institutions of higher education. (Constitution of 1971, Article IX, Section 8.)

That section was rewritten and adopted by the people in 1970.

The General Assembly possesses all legislative powers of the people except as it is limited by the State or Federal Constitution, and therefore has ultimate power to control the University as a state institution and determine what state resources will be allocated to its support. While the existence of The University is guaranteed by the above-quoted constitutional provision, the meaning of that guarantee is left largely to legislative determination. After a long period of increasingly close and controversial involvement in the making of higher education policy through legislative measures, General Assembly of 1971 resolved to delegate to a single governing board a greater measure of authority and autonomy with respect to the management of the public senior system of higher education than theretofore had been granted to any governing or coordinating board in this state. By Chapter 1244 of the Session Laws of 1971, the General Assembly in October of that year "redefined" The University of North Carolina to comprise sixteen institutions, including the six that were then a part of The University of North Carolina and ten other institutions that were at that time independent legal entities. To that Board of Governors, the General Assembly granted virtually all powers of government over The University of North Carolina and its sixteen constituent institutions. That grant was made by statute, however, and it can be modified or repealed at any time in the same manner that it was enacted.

The Board of Governors is in law the same body that was known as the "Board of Trustees" of The University of North Carolina prior to July 1, 1972, the effective date of the Reorganization Act. This is true despite the change in name, size, membership, and jurisdiction of that body. The Board of Governors is, in a different legal sense, the legal successor to the ten boards of trustees of the ten institutions that were merged into The University of North Carolina by the Reorganization Act of 1971.

b. Board of Governors

Omitting the details of certain transitional provisions, the Board of Governors of The University of North Carolina today consists of 32 members, serving overlapping terms of eight years. As the term of each cohort of eight members terminates, the vacancies so created (together with those arising from death, removal, or resignation) must be filled by election by the General Assembly. The statutes provide a detailed procedure for the election of members of the Board. Each group of eight must include at least one woman, at least one member of a minority race, and at least one member of the political party to which the largest minority of the members of the General Assembly belong. No state officer or employee may serve as member of the Board of Governors. No member may serve more than two successive full terms. The Chairman is elected by the Board from its membership biennially.

The Board of Governors is empowered to govern the 16 public institutions of higher education. The Board must plan and develop a coordinated system of higher education for the State and prepare a long-range plan for that system. It must "govern the 16 constituent institutions" and "be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions . . .", and it may make policies and regulations for that purpose.

The Board must determine the functions, educational activities, and academic programs of the institutions and the degrees that each may award. After notice and hearing, the Board may withdraw prior approval of any existing program if it appears to the Board to be "unproductive, excessively costly or unnecessarily duplicative."

Enrollment levels at each institution are set by the Board. (By implication, this includes the authority to set enrollment levels within various units and programs within each institution.)

Subject to overriding legislative action, the Board sets the tuition and fees to be charged by each institution.

The establishment of any new publicly supported institution of higher education above the community college level requires the approval of the Board of Governors.

The President of The University, his staff, and the chancellors of the institutions are elected by the Board of Governors. On recommendation of the President and the appropriate chancellor, the Board elects and fixes the compensation of all vice chancellors, senior academic and administrative officers, and persons having permanent tenure.

The data-collecting and disseminating function of the former Board of Higher Education, as well as the authority to require uniform reporting practices and policies, now are vested in the Board of Governors.

The Board is directed to give special attention to the private colleges and universities, to advise the General Assembly as to their utilization, and to review all requests of those institutions for state aid to them or their students before presentation to any other state agency or the General Assembly.

The Board must advise the Governor, the General Assembly, and other agencies on higher education generally.

The Board is granted all powers not specifically given to the institutional boards of trustees.

In recognition of the need for some decentralization of decision-making authority, the Board is authorized to delegate any of its powers to the institutional boards of trustees or through the President to the chancellors.

The Board of Governors was substituted for the old boards of trustees of several institutions as the authorizing body for the issuance of bonds for various University purposes.

The authority to grant and revoke licenses to operate private degree-granting institutions of higher education is vested in the Board of Governors.

The Board maintains an Educational Opportunities Information Center to provide information on student admissions, transfers, and enrollments to prospective students and to the public and private institutions of higher education in order to facilitate the matching of prospective students with institutional openings. It also operates the programs of state aid to private institutions of higher education, inaugurated in 1971. Federal programs of aid to institutions or students that are statewide in character and for the benefit of higher education, such as the Higher Education Facilities Act, are administered by the Board of Governors.

It is in its budgetary role that the Board of Governors acquired potentially its most significant specific authority, authority not theretofore granted to any state board. The Board must prepare a "single unified recommended budget for all of public senior higher education . . ." for presentation to the Governor, the Advisory Budget Commission, and the General Assembly, and it has limited control over the budget once adopted by the General Assembly.

Chapter 1244 transferred all property interests held by the Board of Higher Education and the boards of trustees of the regional universities and the School of the Arts to the Board of Governors, effective July 1, 1972. The obligations of those boards were similarly transferred to the Board of Governors. Where property is held for the benefit of a particular institution or group of institutions, the Board of Governors continues to hold and administer it for the benefit of the original beneficiary.

The Board of Governors has the same general authority to acquire, manage, and dispose of property enjoyed by it under its former designation as the Board of Trustees of The University of North Carolina. Property originally given to a particular institution or for a special purpose must continue to be held under the terms of the donation.

c. President

The Board of Governors elects a President of The University and on his recommendation such other officers as may be deemed necessary or desirable, and determines the positions, titles, and salaries of the staff. (Salary-setting authority with respect to the top level administrative positions was not previously enjoyed by the boards of trustees of any of the universities.) The President serves at the pleasure of the Board.

The President "shall be the chief administrative officer of The University." He is the official medium of communication between the Board of Governors and all others within and without The University. He is assisted by such professional staff as is deemed necessary and are elected by the Board on the President's nomination. The Board fixes the compensation of the staff members it elects. Non-professional members of the President's staff are subject to the State Personnel Act. The staff complement is established by the Board on the recommendation of the President. The President's principal staff currently consists of several assistants to the President; Vice Presidents for Academic Affairs, Finance, Planning, and Student Services and Special Programs; and the Secretary to the Board.

d. Constituent Institutions

Since the statutory provisions with respect to the 16 constituent institutions are in all respects here material identical, and since the Code provisions adopted by the Board of Governors to early 1974 have also been identical as to all 16 institutions, the discussion below of the organization and powers of the boards of trustees and of the office of the chancellor may be taken to apply equally to all 16 institutions.

(1) Boards of Trustees

Since 1973, there are 16 boards of trustees, each composed (with one exception) of thirteen members--eight elected by the Board of Governors and four appointed by the Governor, all for overlapping four-year terms, and the president of student government, ex officio. (The School of the Arts has a fourteenth member, the Conductor of the North Carolina Symphony.) The Governor appoints two persons and the Board of Governors elects four persons each odd-numbered year, as terms expire. Vacancies are filled for the unexpired term by the authority that appointed the vacating trustee.

One who has served for two four-year terms in succession as a trustee is ineligible for election or appointment to the same board for a year, but he can be elected or appointed immediately to another board of trustees.

The same prohibition against service on the Board of Governors by legislators and other state officers and employees and their spouses is imposed with respect to the boards of trustees. Simultaneous service on the Board of Governors and on a board of trustees is prohibited.

Each board of trustees elects from its membership a chairman, a vice-chairman, and a secretary annually.

Each board of trustees must hold at least three regular meetings a year.

The functions assigned by statute to the respective boards of trustees are few. Each has a general duty to "promote the sound development of the institution within the functions prescribed for it . . .", advise the Board of Governors on institutional matters, and advise the chancellor on the management and development of the institution. When a chancellor is to be chosen, the board of trustees must recommend to the President at least two persons for the post, and from that number he nominates one to the Board of Governors for election. The primary duties of the board of trustees are assigned by delegation from the Board of Governors. There is no requirement that these delegations be uniform as to all 16 institutions.

The Board of Governors has delegated to each board of trustees authority (1) to advise the Chancellor on those appointment, promotion, and salary matters that ultimately must be acted on by the President and Board of Governors; (2) to act finally on such personnel matters not requiring action by the President and Board of Governors; (3) to adopt personnel policies for the institution, consistent with the University Code and state law; (4) to nominate to the President persons for appointment to the position of chancellor; (5) to insure that the institution adheres to the roles assigned to it by the Board of Governors; (6) to advise the chancellor on budget matters; (7) to be responsible for physical planning for the institution and the construction of buildings on its campus; (8) to preserve and protect the endowment funds of the institution; (9) to fix student admission policies; (10) to regulate the administration of student aid; (11) to determine the type, level, and extent of student services to be maintained by the institution; and (12) to regulate parking on the campus.

(2) Chancellors

Each of the 16 constituent institutions is headed by a Chancellor. Chancellors are chosen as follows: The board of trustees of the institution recommends to the President at least two persons for the post. From those recommended by the trustees (though not necessarily from the first pair offered), the President must nominate a person to the Board of Governors, which elects him (though the Board need not necessarily elect the first person nominated by the President). The Board of Governors also fixes the compensation of the chancellors, which is not required to be uniform as to all of them.

The statutory powers of the chancellors are stated in some detail. "The chancellor shall be the administrative and executive head of the institution and shall exercise complete executive authority therein, subject to the direction of the President." He must carry out the policies of the Board of Governors and of his trustees; make an annual report to the two boards on his institution's operations; attend all meetings of his board of trustees; and keep his board of trustees, the President, and through him the Board of Governors informed on institutional operations and needs. Under policies of the Board of Governors and his board of trustees, the chancellor makes recommendations for the appointment of personnel within the institution and for the development of educational programs. On recommendation of the President and chancellor, the Board of Governors appoints and fixes the compensation of all vice-chancellors, senior academic and administrative officers, and persons with permanent tenure.

e. Other State Agencies

The University of North Carolina and each of its constituent institutions must operate within the constraints of a complex scheme for the administration and management of state institutions and agencies. This scheme imposes extensive restraints on budgeting, borrowing money, the acquisition and disposal of real estate, the purchasing of goods and services, the employment of persons subject to the State Personnel Act (which means essentially all of those not engaged in the instructional and research programs of the University), the retirement systems for its employees, the insurance of its property, and the conduct of many of its operations affected by health, safety, and welfare regulations.

Conformity with these requirements involves the University with a host of state officers and agencies: the Governor; the Advisory Budget Commission; the Department of Administration, including the Office of the Budget, the Office of Personnel, and the Office of Property Control and Construction; the Council of State; the State Auditor; the Attorney General; the Superintendent of Public Instruction and State Board of Education; the Insurance Department; the Utilities Commission; the Teachers' and State Employees' Retirement System; the Department of Labor; the State Department of Human Resources, including the Division of Health Services, the Division of Mental Health Services, and the Division of Facility Services and Licensure; and others.

4. Racial Composition of Boards

a. Board of Governors

The Reorganization Act of 1971 required for the first time that there be minority racial representation on a governing board for higher education. Neither the former Board of Trustees of The University of North Carolina (which governed six campuses) nor the boards of trustees of the other ten institutions were required to have minority race representation. The Act requires that as the successor members of the Board of Governors are chosen by the General Assembly, eight every two years, at least one of each group of eight governors must be a member of a minority race. Thus it is guaranteed that at least four of the thirty-two members will be minority race members, and in fact there are now six black members of the Board of Governors.

The membership of the Board of Governors since 1972, with the race of each member indicated, will be found in Appendix UNC-31.

b. Boards of Trustees

The statute prescribing the membership of the 16 boards of trustees does not require that there be any distribution of the membership by race. Until 1973, none of the predominantly white institutions had had a non-white member of its board since it became a senior institution, with the single exception of Pembroke and it was formerly a predominantly Indian institution. Beginning with the complete reconstitution of the boards that took place in 1973 pursuant to the Reorganization Act, every institution now has at least one minority race member on its board of trustees. The predominantly black institutions have in four of five cases predominantly black boards of trustees, although each board includes five, six, or seven white members out of thirteen. Of the 64 initial members of the 16 reorganized University boards of trustees who were appointed by the Governor of North Carolina in 1973, a total of 18 (or more than one-quarter) are from racial minorities (13 black, five Indian). In 1975, the Governor will appoint 32 members of those boards to fill vacancies arising due to the expiration of terms. It is anticipated that increased concern for racial representativeness within the boards of trustees will guide the actions of the Board of Governors and the Governor of the State in making future selections of trustees.

The membership of all boards of trustees since 1953, with race indicated, will be found in Appendix UNC-31.

c. Other University Agencies

The past and current racial composition of other University boards, committees, and similar bodies is shown in Appendix UNC-32. Racial representativeness within the various committees and boards whose members are chosen by the Board of Governors or the President of The University of North Carolina will be increased.

d. State Agencies

The past and current racial composition of various state boards with authority with respect to higher education is shown in Appendix UNC-33. The selection of the members of these agencies is a matter beyond the control of the Board of Governors of The University.

5. Financing The University of North Carolina

The academic budgets of the sixteen constituent institutions of The University of North Carolina and North Carolina Memorial Hospital total approximately $267 million for the current fiscal year. Approximately 68% of these budgets, or $182 million, is supported by appropriations from the State General Fund. The remaining 32% of these budgets is provided by student tuition and fees, patient receipts, and various departmental receipts.

The Reorganization Act of 1971 spoke directly to the budgeting procedures of The University. This legislation established the framework for both the budget procedures to be followed within The University and the legislative phase of the budget process. General Statutes Sec. 116-11(9), states:

> a. The Board of Governors shall develop, prepare and present to the Governor, the Advisory Budget Commission and the General Assembly a single, unified recommended budget for all of public senior higher education. The recommendations shall consist of requests in three general categories: (i) funds for the continuing operation of each constituent institution, (ii) funds for salary increases for employees exempt from the State Personnel Act and (iii) funds requested without reference to constituent institutions, itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas.
>
> b. Funds for the continuing operation of each constituent institution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph a. of this subdivision shall be appropriated to the Board in a lump sum. The Board shall allocate to the institutions any funds appropriated, said allocation to be made in accordance with the Board's schedule of priorities; provided, however, that when both the Board and the Advisory Budget Commission deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list.

c. The Advisory Budget Commission, may, on recommendation of the Board, authorize transfer of appropriated funds from one institution to another to provide adjustments for over- or under-enrollment or may make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions.

At the beginning of the budget process, the President receives budget instructions from the Department of Administration. These instructions give general guidelines for requests, specific details for format, and a timetable for submission of requests to the Governor and the Advisory Budget Commission.

Based on these instructions, the President, with the approval of the Budget and Finance Committee of the Board of Governors, issues guidelines and instructions to the constituent institutions for preparation of requests. Instructions relating to the continuation budgets are very specific since increases are generally limited to statutory requirements, such as Social Security rate increases. The instructions relating to the academic salary increases budget address the request on a University-wide basis; all institutions are advised of the percentage of increase to use in calculation. The expansion and capital budget instructions give general guidelines to the institutions; each request in these budgets requires the assignment of an institutional priority. Some requests in this budget are made at a University-wide policy level and specific requests from institutions are not solicited. An example is the request for library improvements in the 1974-75 budget, which was prepared in this manner.

An Academic Budget Committee composed of senior members of the President's staff reviews all campus budget requests. The Committee assesses institutional priorities, examines requests with reference to the established role and mission of the institution and possible program duplications, and evaluates the overall volume of campus requests.

After receiving the recommendations of the Academic Budget Committee, the President confers further with the chancellors of the constituent institutions and prepares his recommendations to the Budget and Finance Committee of the Board of Governors.

The Budget and Finance Committee considers the President's recommendations and presents its recommendations to the Board of Governors for consideration.

The Board of Governors then adopts and submits The University's budget request to the Governor and the Advisory Budget Commission.

The Governor and the Advisory Budget Commission make recommendations on The University's budget as a part of overall State budget recommendations to the General Assembly.

The General Assembly appropriates funds to The University in accordance with the statute cited above. Continuation budgets are appropriated directly to the constituent institutions. All academic salary increases and funds for program expansion and capital improvements are appropriated in lump sums to the Board of Governors for allocation.

After receiving the lump sums for allocation, the Board of Governors repeats the internal procedure used for generating the requests. The important difference is that the Board now has a definite dollar amount available for allocations and each institution is given the opportunity to reassess its earlier requests and assignments of priority.

If the Board's allocations involve a change in The University's priority schedule, the approval of the Advisory Budget Commission is required before allocations are made to the institutions.

The scale of the financial operations of The University is indicated by the following table of current operations appropriations for the current fiscal year.

The University of North Carolina
Authorized Budgets for
Current Operations
1973-74

Appalachian State University	$ 15,667,014
East Carolina University	20,440,911
Elizabeth City State University	2,980,369
Fayetteville State University	3,638,884
North Carolina A & T State University	9,766,796
North Carolina Central University	8,290,794
North Carolina School of the Arts	2,252,957
North Carolina State University at Raleigh	39,718,605
Pembroke State University	3,556,859
The University of North Carolina at Asheville	2,587,972
The University of North Carolina at Chapel Hill, Academic	50,304,096
The University of North Carolina at Chapel Hill, Health Affairs	24,376,451
The University of North Carolina at Charlotte	11,148,304
The University of North Carolina at Greensboro	16,085,247
The University of North Carolina at Wilmington	4,888,906
Western Carolina University	10,655,165
Winston-Salem State University	3,723,141
North Carolina Memorial Hospital	36,528,852
Total	$266,611,323

Capital improvements funds totaling $69,276,000 were appropriated by the 1973 General Assembly to the Board of Governors for distribution to the constituent institutions. These funds are not included in the schedule above. Also, auxiliary service operations are excluded from this presentation.

C. The Community College System

1. Evolution of the North Carolina Community College System and Its Institutions

The North Carolina Community College System now includes 57 community colleges and technical institutes. Seventeen of these institutions are community colleges and forty are technical institutes. The essential difference between a community college and a technical institute in this state system is that a community college offers the first two years of a liberal arts and science college curriculum in addition to the regular technical institute programs. The college transfer programs culminate in associate degrees in arts and sciences, and the academic credits earned in this type of curriculum are transferable at face value to senior colleges or universities. Every institution has a variety of one-year vocational curriculum programs of education and training in different occupational fields. Each institution also has two-year curriculum programs of education and training in various technical fields. These programs lead to associate degrees in applied science. Every institution has a wide variety of "non-curriculum" extension courses and programs ranging from adult basic education to single courses at the college level. Many institutions also offer a general education curriculum, which is a combination of occupational training courses and general college courses. If pursued full-time for two years, or the equivalent in part-time work, the general education curriculum leads to an associate degree in general education. Typically, some but not all of the general education credits earned are transferrable to bachelor's degree programs.

North Carolina experimented with a number of different system-building strategies during the period 1927 to 1963, as follows:

a. Cities and counties were authorized by 1927 to establish tax-supported junior colleges. Only five were established in three communities by 1955. The first was established by the city of Asheville as a white, segregated institution in 1927. That institution evolved into the present University of North Carolina at Asheville.

In about 1947, two institutions were established by the city of Charlotte and the county of Mecklenburg at Charlotte. One of these served white students, and the other served black students. Charlotte College ultimately became the University of North Carolina at Charlotte, and Mecklenburg College was reorganized into Central Piedmont Community College.

In about 1947, two junior colleges were established at Wilmington by the county of New Hanover. One of these institutions served white students, and the other served black students. These two institutions ultimately became the University of North Carolina at Wilmington.

In approximately 1957, the county of Pasquotank established the College of the Albemarle at Elizabeth City. This institution served white students. Contrary to the implication indicated in Mr. Holmes' letter dated November 10, 1973, the primary motive in establishing the College of the Albemarle as a junior college for white students was not to promote segregation, but to facilitate education. Segregation was already a reality. It was not foreseen or expected that the new institution would in any way compete with what was then known as Elizabeth City State Teachers' College, an institution whose curriculum had been limited to training elementary school teachers and whose clientele had been limited to black citizens. White students in those days did not enroll at Elizabeth City State Teachers' College. No consideration was given to the question of whether black students would or would not enroll at the College of the Albemarle. That question was deliberately left to be answered by the course of human events.

Prior to 1963 Elizabeth City State Teachers College, Fayetteville State Teachers College and Winston-Salem State Teachers College did not offer a curriculum leading to a degree in liberal arts and sciences. The B. S. degree in Education was offered, and also at Winston-Salem the B. S. in Nursing was offered. Legislation enacted by the North Carolina General Assembly in 1963 deleted the word "Teachers" from the name of each of these institutions and made it possible for other curricula to be added.[1a]

The College of the Albemarle at Elizabeth City, Fayetteville Technical Institute at Fayetteville, and Forsyth Technical Institute at Winston-Salem were first organized in 1957 and 1959 respectively. The latter institutions have never been permitted to establish instructional programs that were already being offered by other post-secondary public or private institutions within the county or within a twenty-five mile radius of the institution. If duplicative curricular programs exist today among any Community College System institutions and any of the sixteen University institutions located in the same county or within a 25-mile radius, the duplication came about as a result of action by the trustees of the senior institution. The consequent impact on segregation or desegregation must be considered in light of that fact but, nevertheless, should not be used as the basis of demands to dismantle or disparage any institution. The idea of merging the College of the Albemarle and Elizabeth City State University cannot be supported. It would deprive the merged institution of substantial local and federal funding support now given the College of the Albemarle and would purport to take into The University educational and occupational instruction programs, most of which would be entirely inappropriate to a University - including, for example, teaching illiterates to read and write, teaching brick masonry and other skill trades, teaching new industry trainees, etc. Such a merger would indeed disrupt and ruin two good institutions that are now in a position to be mutually very strengthening to each other.

[1a] North Carolina Session Laws 1963, Chapter 422 (Elizabeth City State Teachers College), Chapter 421 (Winston-Salem Teachers College), and Chapter 507 (Fayetteville State Teachers College).

The actual motive for the establishment of the College of the Albemarle was the fact that the small but well-located and well-built Pasquotank County Hospital was being relocated and its facilities were to be vacated. Pasquotank County had a strong senator in the North Carolina General Assembly. He and a group of people in the community conceived the idea of putting the abandoned hospital facilities to useful community service, rather than abandoning or dismantling the structure. The senator prevailed upon the General Assembly to grant an appropriation for renovating the facilities and enabling Pasquotank County to adapt the buildings for use as a local junior college. At that time, no objection to the new institution was made by any federal authority, nor by blacks in the community. It is believed that no black ever sought to enroll at the institution before it became a member of the North Carolina Community College System, at which time it was declared by the State Board of Education to be an educational institution comprehensive in nature and open to students of all races. It was this forthright, open declaration of a nonsegregation policy for the institution which occasioned objections on the part of blacks connected with Elizabeth City State Teachers' College, who then, for the first time, saw the College of the Albemarle as a possible competitor for students. The federal objections, of course, came even later when the federal government became more intently concerned with desegregation of higher education and learned of the belated objections arising in the black community. A proper sense of justice would require inspection of the College of The Albemarle in the context of factual history and the institution's compliance with public policy and the laws of the State and nation after the public policy and laws were revised and promulgated. The fifth local junior college established prior to organization of the community college system was Gaston College. This institution was established in 1959 and operated for a very short time before being absorbed into the Community College System.

In July of 1973, a former private junior college, Mitchell College at Statesville, was reorganized as a public community college under the North Carolina Community College Act and became an institutional member of the Community College System. This institution was established in 1852 under sponsorship of The Concord, North Carolina, Presbytery of The Presbyterian religious denomination as a college for women. Its first class of students enrolled in 1856. It operated in the historical context of segregation, in conformity with State law and consistent with the federal Constitution and federal laws until those were changed in recent times by the federal courts, by the Congress and by the State of North Carolina. On January 1, 1959, Mitchell College severed its denominational affiliation. It had been opened to men as well as women in the 1930's. The College desegregated by action of its private board of trustees on January 13, 1965. It became a public community college and a governmental instrumentality of Iredell County on July 1, 1973. Like every institution of the North Carolina Community College System, the institution is fully committed to compliance with the Civil Rights laws.

b. During the period 1955-63, the State began giving limited aid to the local public junior colleges. This aid was appropriated on the basis of $3 per student credit hour of instruction. This allowance was later increased to $5 per student credit hour. Nevertheless, the efforts made by local communities to develop such institutions across the state showed poor prospects of success, overlapped the lower levels of many existing state and private academic colleges, and did not serve the needs for adult basic education, adult high school education or occupational training. It became evident that some other approach to public post-secondary education and training was needed.

c. In 1957, the State began experimenting with state-financed "technical institutes of college grade" to provide occupational training. These technical institutes of college grade were to be organized and operated in various regions of the State under administration and direction of North Carolina State University's School of Engineering. Appropriations of funds to establish one such institute in the west and one in the east were made. Only the one in the west was actually established. This was Gaston Technical Institute which was later merged into Gaston Community College. This technical institute strategy proved impractical and inadequate. The "college grade" objective aimed at too small a segment of the population needing adult education and occupational training. As satellites of a senior institution, these technical institutes were too far out on the funding pipeline to receive necessary support. This approach was considered a failure by 1960.

d. In 1957, the State Board of Education proposed to the General Assembly that there be developed in connection with the public school system a system of adult education and occupational training centers designated "industrial education centers." The plan was to establish such centers in selected public high schools in various counties. The centers were to be financed primarily by State funds for operation and equipment and by local funds for building and plant operation. Approximately twenty industrial education centers were established from 1957 to 1963. This strategy proved quite promising but still not completely adequate. The range and levels of offerings were too limited and did not extend beyond high school education, trades and vocations. Frequently, a step-child relationship to local high schools hampered development. Adults came in considerable numbers, but the usual presence of public school children on the premises was not acceptable to many adults. It should be noted that these were desegregated operations.

e. In 1963, the State adopted a new strategy recommended by the Governor's Commission on Education Beyond the High School. In the reorganization under the Community College Act, all of the existing experimental operations were systematically redistributed. Most of them were assimilated into member institutions of a Community College System of county-owned, state-aided institutions and a State Department of Community Colleges. The State Department provided direction, coordination, leadership and professional assistance under the general regulatory jurisdiction of the State Board of Education, but the System would be legally "separate and apart from the public school system" and also separate and apart from state-owned senior higher education operations then under the jurisdiction of the State Board of Higher Education. The State assumed basic financial responsibility for costs of administration, instruction, and related equipment. Counties assumed primary responsibilities for the cost of buildings and grounds, and for the support of plant operations and maintenance. Each level of government had authority to supplement whatever amounts of money the other level was required to provide in basic support.

The range and scope of instruction were broadly extended. These institutions were declared open to all persons age 18 and above who had completed or left the public schools. Institutions of this System were desegregated from the very beginning. Those which had been converted from industrial education centers had been desegregated from the time of their establishment.

Under the Community College Act of 1963, the Community College System and its constituent institutions have expanded to the point of serving 431,000 students in 1972-73, or approximately eight percent of the entire population of North Carolina. This public acceptance has led to gradually increasing financial support from the North Carolina General Assembly, particularly for the current fiscal year. Much progress has been made toward accomplishing the visions of the 1962 Governor's Commission Beyond the High School and the goals and policies subsequently adopted by the State Board of Education. However, as will be described in more detail later in this plan, much remains to be done before the North Carolina Community College System can become a fully developed system.

2. Constituent Institutions

The sizes of the 57 institutions and their student racial compositions in fall terms from 1966 through 1972 are shown on the tables which begin on the following page.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
HEADCOUNT ENROLLMENTS
RACIAL COMPOSITION BY INSTITUTION

INSTITUTIONS	STUDENT ENROLLMENT FALL 1972 WHITE	NON-WHITE	STUDENT ENROLLMENT FALL 1972 PERCENT WHITE	PERCENT NON-WHITE	PERCENT OF NON-WHITE POPULATION IN COUNTY - 1970
Anson TI	735	385	66%	34%	45%
Asheville-Buncombe TI	2,438	258	90	10	11
Beaufort County TI	1,384	908	60	40	33
Bladen TI	682	223	75	25	40
Blue Ridge TI	1,725	123	93	7	6
Caldwell CC & TI	4,762	378	93	7	7
Cape Fear TI	4,090	1,869	69	31	23
Carteret TI	1,043	156	87	13	12
Catawba Valley TI	7,143	572	93	7	10
Central Carolina TI	2,952	1,105	73	27	23
Central Piedmont CC	11,415	3,552	76	24	24
Cleveland County TI	1,659	350	83	17	21
Coastal Carolina CC	6,144	2,227	73	27	16
College of The Albemarle	2,238	894	71	29	38
Craven CC	1,953	846	70	30	26
Davidson County CC	4,311	757	85	15	10
Durham TI	2,228	1,472	60	40	33
Edgecombe TI	1,314	1,358	49	51	47
Fayetteville TI	3,883	1,310	75	25	26
Forsyth TI	3,223	733	81	19	23
Gaston College	5,293	661	89	11	12
Guilford TI	6,881	1,899	78	22	23
Halifax County TI	896	618	59	41	50
Haywood TI	2,025	79	96	4	3
Isothermal CC	1,888	229	89	11	12
James Sprunt Inst.	1,370	472	74	26	34
Johnston TI	2,103	658	76	24	21
Lenoir CC	2,890	1,875	61	39	37
Martin TI	1,121	831	57	43	45
Mayland TI	804	22	97	3	2
McDowell TI	916	28	97	3	8
Montgomery TI	543	213	72	28	25
Nash TI	1,080	523	67	33	36
Pamlico TI	399	270	60	40	34
Piedmont TI	801	490	62	38	33
Pitt TI	2,531	895	74	26	35
Randolph TI	2,491	246	91	9	7
Richmond TI	1,836	783	70	30	30
Roanoke-Chowan TI	552	1,227	31	69	54
Robeson TI	1,362	1,262	52	48	57
Rockingham CC	2,820	572	83	17	21
Rowan TI	3,250	472	87	13	16
Sampson TI	1,473	630	70	30	36
Sandhills CC	2,453	805	75	25	25
Southeastern CC	2,260	967	70	30	32
Southwestern TI	1,504	164	90	10	11
Stanly TI	537	85	86	14	11
Surry CC	1,652	103	94	6	5
TI of Alamance	1,988	477	81	19	18
Tri-County TI	1,722	72	96	4	3
Vance-Granville TI	1,295	903	59	41	42
W. W. Holding TI	2,220	607	79	21	23
Wayne CC	3,442	1,084	76	24	34
Western Piedmont CC	3,260	329	91	9	8
Wilkes CC	3,057	259	92	8	7
Wilson County TI	1,843	653	74	26	37
TOTAL	137,880	40,939	77%	23%	23%

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
TOTAL ENROLLMENTS, FALL QUARTER, 1966-1972

INSTITUTIONS	NON-WHITE PERCENT OF POPULATION 1970	PERCENT NON-WHITE TO TOTAL ENROLLMENT 1966	1967	1968	1969	1970	1971	1972
Anson TI	45.3	36.7	51.9	31.4	19.3	27.2	21.2	34.4
Asheville-Buncombe TI	10.8	6.1	8.2	8.9	7.5	11.0	6.1	9.6
Beaufort County TI	33.2	22.8	57.6	35.9	31.7	36.0	34.0	39.6
Bladen TI	39.8	-	-	57.2	38.9	34.9	47.7	24.6
Blue Ridge TI	5.6	-	-	-	-	2.5	4.5	6.7
Caldwell CC & TI	6.6	2.7	4.1	4.5	5.5	5.7	5.4	7.4
Cape Fear TI	22.9	31.1	28.0	34.5	35.1	29.8	34.6	31.4
Carteret TI	11.8	32.8	21.4	18.1	15.5	12.0	9.5	13.0
Catawba Valley TI	10.4	7.5	9.7	10.2	8.1	8.8	7.7	7.4
Central Carolina TI	23.1	23.0	29.4	35.8	35.4	26.1	19.8	27.2
Central Piedmont CC	24.1	31.2	25.0	28.6	21.2	22.3	28.5	23.7
Cleveland County TI	20.8	20.7	24.9	20.7	13.8	23.4	16.7	17.4
Coastal Carolina CC	16.3	6.8	14.4	13.2	16.0	16.6	19.0	26.6
College of The Albemarle	38.2	28.8	30.6	30.9	26.5	24.5	33.7	28.5
Craven CC	26.2	48.9	65.5	37.9	38.1	27.1	27.6	30.2
Davidson County CC	10.0	7.4	8.5	10.0	7.8	9.3	7.8	14.9
Durham TI	32.9	40.2	33.8	43.5	36.6	37.4	37.8	39.8
Edgecombe TI	47.4	-	-	36.3	44.7	43.6	38.9	50.8
Fayetteville TI	26.4	38.7	25.8	22.7	24.1	25.7	25.0	25.2
Forsyth TI	22.5	26.4	33.4	29.3	27.6	26.8	23.2	18.5
Gaston College	12.3	8.3	8.0	9.6	11.1	10.8	8.6	11.1
Guilford TI	22.6	20.3	30.8	29.5	21.9	20.7	17.6	21.6
Halifax County TI	49.9	-	-	52.9	31.3	35.9	34.9	40.8
Haywood TI	3.2	3.5	2.3	2.9	3.2	3.1	2.9	3.8
Isothermal CC	11.5	12.1	12.9	14.3	10.9	13.4	11.7	10.8
James Sprunt Inst.	34.0	31.4	25.4	29.7	22.8	25.7	29.5	25.6
Johnston TI	21.3	-	-	-	21.6	31.9	16.5	23.8
Lenoir CC	37.1	21.2	19.6	25.2	26.8	34.9	33.4	39.3
Martin TI	44.9	-	-	48.5	37.7	33.6	39.8	42.6
Mayland TI	1.6	-	-	-	-	-	0.7	2.7
McDowell TI	7.7	1.0	0.3	2.4	4.9	4.4	4.0	3.0
Montgomery TI	25.4	-	-	31.9	35.8	26.8	30.1	28.2
Nash TI	36.0	-	-	29.6	45.9	34.9	25.8	32.6
Pamlico TI	33.8	53.9	61.0	57.8	58.4	47.5	53.3	40.4
Piedmont TI	32.9	-	-	-	-	15.6	30.7	38.0
Pitt TI	34.7	29.3	41.1	25.7	16.7	21.0	23.1	26.1
Randolph TI	7.4	2.4	10.3	8.7	8.0	6.3	6.2	9.0
Richmond TI	29.9	22.6	30.5	17.7	22.2	34.9	29.8	29.9
Roanoke-Chowan TI	54.1	-	-	58.0	49.5	59.0	69.2	69.0
Robeson TI	57.2	42.9	70.8	55.2	51.2	46.4	54.4	48.1
Rockingham CC	20.7	8.4	11.3	7.8	11.1	16.2	15.5	16.9
Rowan TI	16.1	13.1	13.3	11.3	12.7	8.3	12.6	12.7
Sampson TI	36.2	28.3	30.1	26.6	32.1	22.8	38.4	30.0
Sandhills CC	25.4	25.5	26.3	22.1	18.4	17.5	19.0	24.7
Southeastern CC	31.8	26.5	32.8	34.9	26.1	28.2	31.1	30.0
Southwestern TI	11.2	20.5	35.7	15.1	13.8	22.3	10.4	9.8
Stanly TI	11.1	-	-	-	-	-	-	13.7
Surry CC	5.4	5.1	5.4	5.6	5.6	5.5	8.2	5.9
TI of Alamance	17.9	8.6	22.1	17.6	12.5	19.9	19.0	19.4
Tri-County TI	3.0	3.9	3.9	4.4	2.6	5.9	3.1	4.0
Vance-Granville TI	42.3	-	-	-	23.9	21.8	39.3	41.1
W. W. Holding TI	22.6	22.8	29.0	28.1	23.1	20.3	23.7	21.5
Wayne CC	33.7	23.7	24.1	22.2	25.1	28.3	21.2	24.0
Western Piedmont CC	8.1	3.9	5.6	5.9	6.8	7.1	8.0	9.2
Wilkes CC	7.0	9.6	7.3	6.7	8.1	9.7	7.1	7.8
Wilson County TI	36.9	24.2	49.4	33.7	28.3	28.2	23.0	26.2
STATE AVERAGE	23.3	21.5	25.0	22.7	20.9	21.2	21.6	22.9

3. System and Institutional Governance

In establishing the Community College System, three alternatives were available for governance of the system of the respective institutions as follows:

a. State Board of Education

> The alternative of a single state-level board with general and particular powers to govern all institutions without having a local board for each institution. This strategy is basically imperial in concept, is not consistent with governmental history and political traditions of North Carolina, and was regarded as less acceptable, less effective, and less efficient than other alternative strategies of governance.
>
> The alternative of a local board for particular governance of each institution, no state governing board, but a state department or a state funds coordinating agency was considered. This strategy is excessively polarized, poor in accountability, provides poor oversight of professional performance, standards, or quality. It sets up an inherent power struggle between state and local levels.
>
> The alternative of a state governing board for general regulation and also a local board of trustees for particular governance of each institution was also considered. This is the strategy of governance adopted for the North Carolina Community College System. It diffuses powers of governance by distributing and sharing authority and powers of decision making in an orderly fashion but also provides an adequate system of checks and balances between State and local levels consistent with North Carolina's governmental history and traditions.

The establishment of the State Board of Education is provided for by the North Carolina Constitution. The State Board of Education is a constitutional body composed of thirteen members. Two of these members, the State Lieutenant Governor and the State Treasurer, serve ex officio as members of the State Board. The other eleven members are appointed by the Governor subject to confirmation by the General Assembly. Three are appointed at large. The other eight are appointed to represent eight educational districts into which the state is divided, and these must reside in their respective districts. The appointed members serve for eight-year overlapping terms.[2] Of the present appointive State Board members eight are white, two are black, and one is Indian. Two of the white members are females. The Lieutenant Governor and the State Treasurer are white. A table has been provided in the appendix to this document showing the racial composition of the State Board of Education from 1953 to the present time. The Governor and Lieutenant Governor of North Carolina each serve a single term of four years and neither can succeed himself in the same office. The State Treasurer serves a term of four years and may be reelected to the office. The State Treasurer has traditionally been reelected. During the term of any Governor, he will have the opportunity to appoint at least five members of the State Board of Education. He may have the opportunity to appoint additional members if fortuitous vacancies occur during a term. It is apparent that persons who hold the office of Governor are most highly influential in determining the racial composition of the State Board of Education. The present Governor has appointed one black male, one Indian male, one white female and one white male.

The State Board has broad regulatory powers with respect to the Community College System; it

> may adopt and execute such policies, regulations and standards concerning the establishment and operation of institutions as the Board may deem necessary to insure the quality of educational programs, to promote the systematic meeting of educational needs of the State, and to provide for the equitable distribution of State and federal funds to the several institutions.[3]

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[2] North Carolina Constitution, Article IX, Section 4.

[3] North Carolina General Statutes, Sec. 115A-5.

b. Department of Community Colleges

The Department of Community Colleges, headed by the State President, is established "to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State."[4]

c. Local Boards of Trustees

Each community college or technical institute has a 12-member board of trustees. Four trustees are appointed by the Governor, four by the public school administrative unit(s) located in the administrative area of the institution, and four by the county commissioners. Trustees serve for staggered eight-year terms, such that two members are appointed in each odd-numbered year. When a vacancy occurs during the term of a member, the new appointment is made by the same authority that appointed the vacating member.[5]

Each board of trustees is a body corporate entitled "to acquire, hold, and transfer real and personal property, to enter into contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution . . ."[6] The powers and duties of the board of trustees include the appointment of the president subject to the approval of the State Board of Education, and the appointment of other personnel subject to standards of the State Board.[7]

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[4] Ibid., Sec. 115A-3.

[5] Ibid., Secs. 115A-7,8.

[6] Ibid., Sec. 115A-9.

[7] Ibid., Sec. 115A-14.

It should be noted that all personnel employed at each community college and technical institute, including the president, are legally employees of the institution and not of the Community College System. Each institution is also an instrumentality of local (county) government. Thus, nearly all changes proposed for two-year public institutions in this plan necessarily require a shared responsibility between the State Board of Education and the local boards of education, county commissioners, and/or local boards of trustees, as well as between the State President and local institution presidents.

In the appendix to this document is a report showing the members appointed to the board of trustees of each institution beginning in 1963 or at the time the institution was thereafter established under a corporate board of trustees, and extending to the present time. The race and sex identification of each member appointed is shown in this report. It is apparent from this report that the boards of trustees of most of the institutions reflect more or less serious underrepresentation of minority races resident in the administrative areas of the institutions. A few boards of trustees have no minority race representation. Members of boards of county commissioners and local boards of education are elected by the people of the local jurisdictions they serve. Since the Governor of North Carolina has exclusive power to appoint four members of each local board of trustees, it is apparent that the Governor is the appointing authority in the best position to assure equitable representation of minority races on the board of trustees of the respective institutions. Furthermore, the appointments made by the Governor are made after receiving notice of the appointments made in the same year by the other two appointing authorities. Nevertheless, for the Governor to act responsibly by adverting to the racial distribution of membership of any board of trustees, it is necessary that he be informed of the racial distribution of members of the board whose terms are continuing as well as new members appointed by other authority. Such information will be regularly transmitted to Governors in the future. It is believed that North Carolina's Governors will use their influence to correct imbalances of racial representation on the local boards of trustees wherever imbalance exists. The representativeness of each institution's board of trustees in reflecting racial components of the adult population age 18 and above residing within the Administrative Area of the Institution will be included among the rating factors published in the manual entitled Evaluative Standards and Criteria and applied by System task forces in evaluating institutions periodically for securing or retaining their accreditation by the State Board of Education. This will be effected by July 1, 1974. Copies of the revised manual will be submitted to HEW/OCR.

4. Enrollments

a. Enrollment by Institution, by Race

Since its inception in 1963, the North Carolina Community College System has maintained an open-door admissions policy for all North Carolina residents aged 18 and older, regardless of race, creed, sex, or national origin. Indeed, a recent letter from the Office of Civil Rights in the U. S. Department of Health, Education and Welfare stated in part, " . . . that no outstanding evidence of discrimination on the basis of race came to the review team's attention," in reference to the then 56 North Carolina community colleges and technical institutes.[8]

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[8] Letter from Dr. Lloyd R. Henderson, Director, Elementary and Secondary Division, Office of Civil Rights, U. S. Department of Health, Education and Welfare, to Dr. Ben E. Fountain, President, State Department of Community Colleges, dated January 16, 1974, p. 1.

Total annual student enrollment in the North Carolina Community College System has increased from 293,602 in 1969-70 to 431,174 in 1972-73, for a rise of nearly 47 percent. In all four of those years, more than 80% of the total unduplicated headcount enrollment was in non-degree-credit programs (adult education, general adult extension, and occupational education).

The percentage of all students in the Community College System who were white decreased slightly from 78.1% in 1969-70 to 77.0% in 1972-73. The corresponding range of 21.9-23.0% for non-white enrollments compares with 23.3% non-whites in the total state population in 1970. It is important to note several facts about proportions of white, black, and other non-white persons in the North Carolina population. One such fact is that, whereas the 1970 overall percentages of whites, blacks, American Indians, and all other non-whites were, respectively, 76.8%, 22.2%, 0.9%, and 0.2%, the proportion of whites beyond age 18 was markedly higher. For example, the respective percentages of white and non-white citizens in different age groups were as follows:[9]

	Percentage in 1970 Who Were:	
Age	White	Non-White
All ages	76.8%	23.3%
Under 18	71.3	28.7
18	73.0	27.0
19	74.6	25.4
20	75.8	24.2
21 and over	80.2	19.8
21	76.9	23.1
22	78.7	21.3
23	80.3	19.7
24	79.1	20.9

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9. General Population Characteristics, North Carolina, 1970 Census. U. S. Bureau of the Census, pgs. 58-61.

Another important fact is that the percentage of whites in the total North Carolina population has increased slightly in each decennial census since 1900. In 1900, white citizens represented 66.7% of the total population; in 1930 the corresponding figure was 70.5%; and by 1970 it had increased to 76.8%. The percentage of black citizens was 33.0% in 1900, and had declined to 22.2% by 1970.[10]

The median age of white North Carolinians has steadily increased from 19.3 years in 1900 to 28.2 years in 1970, while the median age of non-whites has risen only from 17.9 years in 1900 to 21.4 years in 1970.[11]

The average number of children under 18 years per white family in 1970 was also somewhat lower than for black families (1.12 children under 18 per white family versus 1.68 children under 18 per black family).[12]

Although the information analyzed above is insufficient to draw any categorical conclusions, it seems likely that a combination of higher mortality rates for blacks than for whites and net migration out of the State by blacks may account for the continuing decline in the proportion of black citizens.

Total student enrollment has also closely approximated the racial composition of total high school graduates in recent years. For example, 27.5% of the 1972 public high school graduates were non-white and 26.5% were non-white in 1973.[13]

Enrollment in curriculum programs (college transfer, general education, technical and vocational programs leading to associate degrees or diplomas)

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10. Ibid., p. 55.

11. Ibid., pp. 63-64.

12. Ibid., pp. 66-67.

13. Data are not available for graduates of private high schools, but it is thought that the number of predominantly white graduates is sufficiently large to increase the overall percentage of white graduates to about 75%.

has been characterized by higher numbers but progressively declining percentages of whites compared to the proportion of whites in the total population. For example, whites accounted for 92.2% of the college transfer enrollments in 1969-70, 91.3% in 1970-71, 88.1% in 1971-72 and 88.9% in 1972-73. In 1972-73, whites as a percentage of all students represented 86.7% of the enrollment in general education programs, 79.7% in technical programs and 70.8% in vocational programs. Thus, only in vocational curriculum programs have the percentages of non-white enrollment equaled or exceeded the percentage of non-whites in the state population. It is probable that underrepresentation of blacks and other minorities in curriculum programs is attributable to economic and educational characteristics of non-whites rather than to any racial discrimination. Another probable factor is that private two-year and four-year colleges (including black colleges) in North Carolina do not offer vocational programs, nor do public universities. Thus, other educational sectors provide competition for college transfer students but not for vocational students.

Total enrollments in the fall of 1972 consisted of approximately 77% white students and 23% non-white students. In most cases the proportions of white and non-white students enrolled in individual institutions tended to reflect county populations rather closely. It should also be noted, however, that many of the community colleges and technical institutes draw substantial numbers of students from nearby counties. This is so partly because North Carolina has 100 counties and only 57 community colleges and technical institutes (56 in 1972-73), and partly because some specialized programs are offered by only a few institutions. Another enabling factor is that Community College System Institutions do not charge additional tuition for in-state residents who live in other counties.

It should be emphasized that the North Carolina Community College System is far from fully developed. As rural institutions develop permanent campus facilities, more full-time curriculum students can be accommodated. This is expected to have a salutary effect on the racial distribution of students and the increased numbers of full-time curriculum faculty who will teach them.

More extensive data on student enrollments are displayed in the following tables.

STUDENT ENROLLMENT BY SEX AND RACE BY TYPE OF PROGRAM
1972-73

INSTRUCTIONAL AREA	UNDUPLICATED HEADCOUNT	WHITE	NON WHITE	MALE	FEMALE
College Transfer	12,826	88.9%	11.1%	64.1%	35.9%
General Education	16,990	86.7%	13.3%	47.1%	52.9%
Technical	34,360	79.7%	20.3%	57.5%	42.5%
Vocational	20,290	70.8%	29.2%	70.2%	29.8%
Curriculum Subtotal	84,466	80.4%	19.6%	59.5%	40.5%
Adult Education Extension	55,036	57.7%	42.3%	51.4%	48.6%
General Adult Extension	141,466	78.0%	22.0%	27.8%	72.2%
Occupational Extension	171,461	79.7%	20.3%	54.5%	45.5%
Extension Subtotal	346,708	76.1%	23.9%	44.4%	55.6%
TOTAL	431,174	77.0%	23.0%	47.4%	52.6%

STUDENT ENROLLMENT BY SEX AND RACE BY TYPE OF PROGRAM
1971-72

INSTRUCTIONAL AREA	UNDUPLICATED HEADCOUNT	WHITE	NON WHITE	MALE	FEMALE
College Transfer	13,701	88.1%	11.9%	65.1%	34.9%
General Education	11,654	87.4%	12.6%	46.8%	53.2%
Technical	29,142	80.4%	19.6%	58.0%	42.0%
Vocational	17,279	72.3%	27.7%	67.9%	32.1%
Curriculum Subtotal	71,776	81.1%	18.9%	59.9%	40.1%
Adult Education Extension	54,835	58.4%	41.6%	50.0%	50.0%
General Adult Extension	126,219	79.7%	20.3%	26.8%	73.2%
Occupational Extension	150,718	82.0%	18.0%	62.3%	37.7%
Extension Subtotal	315,503	77.7%	22.3%	47.3%	52.7%
TOTAL	387,279	78.3%	21.7%	49.6%	50.4%

STUDENT ENROLLMENT BY SEX AND RACE BY TYPE OF PROGRAM
1970-71

INSTRUCTIONAL AREA	UNDUPLICATED HEADCOUNT	WHITE	NON WHITE	MALE	FEMALE
College Transfer	17,371	91.3%	8.7%	62.9%	37.1%
General Education	1,419	91.3%	8.7%	50.5%	49.5%
Technical	28,953	82.4%	17.6%	59.3%	40.7%
Vocational	15,233	72.8%	27.2%	72.2%	27.8%
Curriculum Subtotal	62,976	82.7%	17.3%	63.2%	36.8%
Adult Education	52,670	60.7%	39.3%	50.5%	49.5%
General Adult Extension	118,265	83.5%	16.5%	33.4%	66.6%
Occupational Extension	124,103	80.3%	19.7%	58.8%	41.2%
Extension Subtotal	295,038	78.1%	21.9%	47.1%	52.9%
TOTAL	358,014	78.9%	21.1%	50.0%	50.0%

STUDENT ENROLLMENT BY SEX AND RACE BY TYPE OF PROGRAM
1969-70

INSTRUCTIONAL	UNDUPLICATED HEADCOUNT	WHITE	NON WHITE	MALE	FEMALE
College Transfer	14,889	92.2%	7.8%	64.8%	35.2%
General Education	563	92.1%	7.9%	52.6%	47.4%
Technical	23,651	84.6%	15.4%	59.7%	40.3%
Vocational	12,197	76.2%	23.8%	72.0%	28.0%
Curriculum Subtotal	51,300	84.7%	15.3%	64.0%	36.0%
Adult Education	45,492	55.9%	44.1%	47.1%	52.9%
General Adult Extension	93,427	83.2%	16.8%	30.9%	69.1%
Occupational Extension	103,383	80.6%	19.4%	60.7%	39.3%
Extension Subtotal	242,302	76.0%	24.0%	46.7%	53.3%
TOTAL	293,602	78.1%	21.9%	50.8%	49.2%

Summary By Racial and Ethnic Group of North Carolina High School Graduates In North Carolina Community Colleges and Technical Institutes Fall, 1972 and 1973[1]

Year of High School Graduation	White			Black			Other Ethnic Groups[2]			All Groups		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1973												
Number	4,671	4,542	9,213	1,279	1,909	3,188	53	86	139	6,003	6,537	12,540
Percent	37.2	36.2	73.5	10.2	15.2	25.4	0.4	0.7	1.1	47.9	52.1	100.0
1972												
Number	4,809	4,435	9,244	1,377	1,988	3,365	74	73	147	6,260	6,496	12,756
Percent	37.7	34.8	72.5	10.8	15.6	26.4	0.6	0.6	1.2	49.1	50.9	100.0

[1] Sources: Follow-Up Surveys of High School Graduates for Classes of 1972 and 1973. North Carolina Department of Public Instruction, Raleigh, N. C. (It is not clear from these publications whether the enrollments are actual figures recorded in the fall, or declarations of intent made in the spring before graduation.)

[2] Includes American Indians, Orientals, and Spanish Surnamed Americans

D. Relationships Between The University of North Carolina and the Community College System

Relationships between The University and the Community College System have been increasingly friendly and mutually helpful.

Articulation between the two systems, enabling the students completing a two-year program in the Community College System to transfer with minimum loss of credit to a senior institution in The University, has been a matter of mutual concern for several years. A Joint Committee on College Transfer Students, representing both sets of institutions, has been working to facilitate transfers and has issued its recommendations in Guidelines for Transfer, a copy of which accompanies this State Plan. One result of the work done on this subject over the last several years has been a 15-fold increase since 1966 in the number of people transferring from the Community College System institutions to The University.

The matter of out-of-state tuition charges has afforded another opportunity for cooperation between The University and The Community College System.

The statute prescribes that different rates of tuition shall be charged by post-secondary public institutions according to whether the student is a resident or a non-resident of the State. It establishes the basic standards by which eligibility for the lower resident tuition rate shall be tested. In the interest of uniform treatment of such questions within the total system of public post-secondary education in the State, the Board of Governors and the State Board of Education adopted identical implementing regulations and authorized the establishment of a State Residence Committee which is composed of an equal number of representatives from the administrative staffs of The

University of North Carolina and the Community College System. The responsibilities of the State Residence Committee, which meets on four occasions during each academic year, include the final administrative processing of student appeals from adverse decisions rendered by any Community College or constituent institution of The University, the monitoring of administrative processes adopted by the institutions for resolving residence cases, and the recommendation of any supplemental rules or regulations deemed appropriate to effectuation of legislative intent.

The future will doubtless offer other specific opportunities for The University and the Community College System to join their efforts in the interest of more effective educational service to the people of the State.

III. THE NORTH CAROLINA STATE PLAN

A. General

1. Nature and Limitations of the State Plan

The preparation of a state plan for the accomplishment of so large an objective as the elimination of all vestiges of the former system of legally required segregation of the races in public post-secondary education in North Carolina, given what is required to achieve this in the view of the Department of Health, Education and Welfare, as implied in its letters of November 10, 1973, and April 24, 1974, is a task that would properly occupy several years of careful investigation, consultation, planning, and writing. We have had a minimum amount of time to perform this task.

The request has come when The University of North Carolina is in the early stages of effectuating a fundamental internal reorganization which has included the creation and activation of an entirely new governing board, the consolidation of 16 institutions into a single system, the melding of the administrative staffs of the former state higher education coordinating board and the six-campus University, the preparation and adoption of a code of government for the system, the development of entirely new budgeting processes, and the preparation of a long-range plan for The University and its constituent institutions. The Community College System is also far from a completely developed system, primarily because state funds for construction of facilities have lagged several years behind needs. Detailed commitments on all of the items suggested in the HEW letters of November 10, 1973, and April 24, 1974, would in practical effect shape the long-range plan and future of The University in many critical ways--for instance, in the determination of the role of each of the 16 institutions. These commitments would be formulated from a particular perspective, that of maximizing the racial "minority presence" on each campus, and doing so in haste. The shortcomings of such an approach are obvious and it has not been followed.

We have undertaken in the following pages to develop a plan that we believe will have positive effects in achieving the objectives earlier enunciated: the enhancement of the rate of participation in public post-secondary education, particularly by blacks; the improvement of the quality of the education available to all, and particularly to blacks, in the public institutions; and increased opportunity for inter-racial contacts on the campuses of our public institutions. This plan goes as far as the present state of our information and understanding as to the nature and scope of the problems addressed and the efficacy of proposed solutions will support. Where a problem appears to exist for which we are not prepared to posit a responsive program of action, we have projected studies, with timetables, designed to identify the problem more clearly and to find solutions to it that are within the competence of the public post-secondary education systems of the State. Following the filing of the reports of such studies and our consideration of them, we will file supplements to this State Plan dealing with those matters. More than this we cannot do, consistent with our responsibility to the people of North Carolina whose institutions have been entrusted to our keeping.

There are, moreover, several specific, limiting factors that affect the drafting of a state plan. The November 10, 1973, request of HEW for a state plan for the further elimination of racial duality in post-secondary education in North Carolina deals only with the public systems. It does not purport to address the equally persistent remnants of racial separation to be found in those private institutions where, while not required by law, it was quite as rigid as in the public institutions and did not give way, for the most part, until after integration had begun in the public institutions. More significantly for present purposes, the HEW request ignores the fact that private institutions enroll one-third of the students attending college in North Carolina and several thousand more attend vocational programs in the proprietary institutions, and thus are a segment of the post-secondary educational resources of this State that cannot realistically be ignored in composing a state plan.

The student completing secondary school in North Carolina and contemplating his future educational course has before him a wide array of educational institutions:

16 public senior institutions constituting The University of North Carolina;

29 private senior institutions, each operating independently of the others and under no public control, although receiving substantial state subventions;

17 public community colleges offering two-year college transfer programs, technical programs ranging up to two years in length, vocational programs, and general education programs;

10 private junior colleges, which also receive substantial state aid;

40 public technical institutes offering technical, vocational, and general education programs, and in about half of which college transfer work conducted by a senior college under contract with the institute may be taken;

2 Bible schools;

and a large number of private vocational schools offering instruction in many trades and occupations.

To these many institutions must be added some 2,600 colleges and a vast number of technical, proprietary, and vocational schools throughout the United States, all of which are theoretically available to the high school graduate who can meet their entrance requirements and pay their charges.

While the student never in fact is able to range that freely over the whole nation in search of a place to pursue his education, his situation is one of wide choice. Except where financial or other personal circumstances bind him to a specific locality, his geographic and institutional options are many. The State cannot control his choice in many instances simply by manipulating the programs available in the institutions in his immediate area. Especially in the case of senior colleges, students probably select an institution more often on the basis of general reputation, geographical convenience, admissibility, and cost than on the basis of particular program or degree offerings to be found there.

Finally, the State has itself recently introduced a new competitive factor in the form of a program of subventions to the private institutions, both junior and senior, mounting up to $200 for every North Carolina full-time equivalent undergraduate student attending those institutions. These funds enable (and indeed in many instances require) those private institutions to augment substantially their scholarship programs for needy North Carolina resident students, thus making those institutions more competitive than their tuition charges otherwise would allow them to be. Since the number of North Carolina students on which the allocation is based is several times the number of needy North Carolina students, individual grants may amount to many hundreds of dollars.

Faculty members also have options. In both The University of North Carolina and in the Community College System, while the ultimate governing authority lies with a state-level board, each institution has its own board of trustees, most hiring decisions are made at the institutional level, and the contract of the faculty or staff member calls for him to serve a particular institution, not the statewide governing board or the state system of which his institution is a part. This situation is compounded in the Community College System, because the local boards of trustees have the ultimate authority to make hiring and promotion decisions. Those two post-secondary systems are unlike many industrial, commercial, and governmental systems in which employment is by a company or government department with many work locations and in which movement from one work location to another at the employer's convenience and command is normal, expected, and often a concomitant of personal advancement within the organization. While in education, personal advancement not infrequently is associated with a change of institutions, such a move is not effected by assignment by the employer or by "trade" between employer institutions.

The contracts now in force between the institutions of The University of North Carolina and their faculty members and between the community college institutions and their faculty members were entered into upon the foregoing understanding as to the faculty member's commitment; any alteration in that way of doing business as it would affect future contracts would be highly damaging to the institutions. When a faculty member engages himself to serve a particular institution, he expects to stay at that institution until he decides to move on to a better place or the institution decides to terminate his services. He does not expect to be shuttled about from one institution to another as it might suit the program convenience or other advantage of the larger system of which his institution is a part. To ask him to commit himself to such uncertainty of work location, so long as it is not a prevailing custom throughout his profession, is to limit severely the prospect of hiring the high quality of faculty members that our institutions should seek, for such people do not have to accept such unattractive conditions of employment.

A third element must be taken into account also: the taxpayers, who pay the principal costs of the public post-secondary schools, and who are represented by their legislative bodies, state and local. They have supported public post-secondary education well in North Carolina, in view of the limited resources available. Unless their respect for and attachment to those institutions is retained, however, their willingness to provide support is likely to be severely affected.

Therefore in devising a state plan that is calculated to produce a larger "minority presence" on the campuses of the public post-secondary educational institutions, account must be taken of the voluntaristic nature of the relationships of three vital elements--the students, the faculty, and the taxpayers-legislators--to those institutions. The means employed in the state plan, then, must be persuasive and not coercive in nature, they must not impair the educational effectiveness of the institutions, and they must not harm the public confidence in the public institutions. If such impairment should occur, students, faculty, and essential support will flow to those institutions that do not function under those handicaps.

2. State Policy With Respect to Nondiscrimination

a. General

The State of North Carolina and the governing authorities of its institutions of public post-secondary education have repeatedly declared a policy of nondiscrimination with respect to race.

In 1971, the Constitution of North Carolina was amended to declare that

> No person shall be denied the equal protection of the laws; nor shall any person be subjected to discrimination by the State because of race, color, religion, or national origin. /Article I, Section 19, Constitution of 1971./

In 1971, the General Assembly of North Carolina enacted the following statute governing employment by the State and its local governments:

> All State departments and agencies and all local political subdivisions of North Carolina shall give equal opportunity for employment, without regard to race, religion, color, creed, national origin or sex, to all persons otherwise qualified. /General Statutes of North Carolina, Sec. 126-16./

b. The University of North Carolina

The Board of Governors of The University of North Carolina adopted a Code to govern its constituent institutions which includes the following provision:

> Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin. /Code, Sec. 103./

In various other statements by the boards of trustees of the constituent institutions, which were their governing boards prior to the reorganization act of 1971 and which, under the same title but exercising authority delegated to them by the Board of Governors, are the policy makers for their institutions with respect to many matters of internal operation, particularity has been given to the general policy of nondiscrimination declared by the Board of Governors. Administrative statements have further amplified that policy of nondiscrimination.

c. The Community College System

See III B 4 b (1), pages 116-17, below, for a discussion of nondiscrimination policies in the Community College System.

3. Recent Efforts to Eliminate Racial Duality in The University of North Carolina

North Carolina long has been concerned with and dedicated to the continuous improvement of the State's total educational resources. Especially in the years since World War II, it has sought to strengthen all of its institutions of higher education in recognition of the fact that the people of North Carolina must have access to education of high quality if the State is to make steady and lasting progress. Despite recent accomplishments, however, many of the institutions of higher education in the State must experience major improvements if they are to provide the quality of educational opportunity that the future demands.

a. Special Financial Assistance to Predominantly Black Institutions

Significant efforts were initiated by the State, beginning for some institutions immediately following World War II and for all institutions since 1959, to broaden academic programs and to improve faculties and facilities.[1] By 1967 the State had concluded that only by giving the historically black institutions special financial assistance could they be enabled to make their full contribution to the state's development.[2]

The 1967 Interim Report and Recommendations of the North Carolina Board of Higher Education indicated that the present system of higher education in the State

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[1] See State-Supported Traditionally Negro Colleges in North Carolina (Raleigh: N. C. Board of Higher Education, May 31, 1967), pp. 35-70, for a detailed history of these activities and involvements. See also the Board's Biennial Report, 1963-65, p. 15; Biennial Report, 1965-67, pp. 46-48; and Biennial Report, 1967-69, pp. 119-123.

[2] Interim Report and Recommendations (Raleigh: N. C. Board of Higher Education, March 29, 1967), 39 pages.

> includes private and public colleges, consisting of two-year, senior and university level institutions. It is state policy that every student have equal access to the system; access to particular institutions depends on the ability and preparation of the student.

It was also noted that

> The state must provide educational programs and facilities, in both quantity and quality, appropriate to the diverse needs of the people in order that every individual may have the opportunity to develop to the maximum, commensurate with his abilities and motivation. . . . The institutions have a right to require that students enrolled have an educational background sufficient to permit a prediction of reasonable success in programs undertaken . . .[3]

The Report included a detailed discussion of the admissions standards of senior residential institutions,[4] the open-door policy of community colleges, and with reference to the predominantly black universities recommended that their

> admissions standards . . . be raised . . . that this transition be carefully coordinated with the expansion of the community college system; and that the necessary strengthening of the faculty, curricula, and facilities in the predominantly Negro institutions be provided by special financial assistance through appropriations by this and succeeding General Assemblies.[5]

As the result of careful study of the institutions and many consultations, the General Assembly appropriated $1 million for the 1967-1969 biennium for use as "special assistance" funds by the five predominantly black institutions, $350,000 for Fiscal 1968 and $650,000 for Fiscal 1969. These funds, which were in addition to regular appropriations to these institutions for current operations and capital improvements (which for the five totaled $18,934,000 and $3,290,000, respectively), were for improvements in four areas of special need: student services, faculty improvement, special programs for inadequately prepared students, and library enrichment.

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[3] Interim Report . . ., p. 1.

[4] Ibid., pp. 13-18.

[5] Ibid., p. 24. See also State-Supported Traditionally Negro Colleges in North Carolina, pp. 71-80.

The 1969 General Assembly continued the work of the 1967 General Assembly in attempting to strengthen the traditionally black institutions. The sum of $1,300,000 ($650,000 for each year of the 1969-71 biennium) was appropriated to continue the "special assistance" program, providing funds for faculty study grants, recruitment of students, counseling of students, special compensatory programs, and related purposes.

In addition, the 1969 General Assembly appropriated funds for a number of expanded activities which have proved to be of significant benefit to the traditionally black institutions, namely:

(1) $4,000,000 to improve academic libraries. While this extra appropriation made possible a 56 percent increase in library support for the public universities at large, it made possible an increase averaging 72 percent for the traditionally black institutions.

(2) $500,000 to strengthen administrative staffing at the state colleges and universities. Although the traditionally black institutions enrolled only 14 percent of the students, these five institutions were allotted 58 percent of these funds.

(3) $750,000 to help equalize salaries at institutions having programs of comparable range and level.

The impact of those several efforts is difficult to quantify and measure with confidence; however, in later portions of the State Plan we have noted, with respect to several significant indices, that the popularly presumed disparity between predominantly white and black institutions is not so readily perceivable as has been supposed.

b. Planning for Higher Education in North Carolina

North Carolina's long-range planning study, published in November 1968,[6] dealt in a variety of ways with equality of educational opportunity, academic programming, interinstitutional cooperation, and the traditionally black institutions.

Eleven goals of higher education were postulated, among them (1) to help the individual achieve self-fulfillment; (2) to provide opportunity for education beyond the high school for all who can benefit, barring no one because of poverty, race, or place of residence; (3) to cultivate diversity within the system of higher education; and (4) to develop an efficient state system of higher education.[7]

It was noted in this study that

> Statistics demonstrate clearly that large numbers of high school graduates who have ability to continue their formal education are not doing so. The explanation is often lack of motivation or the inability of a student from a culturally deprived background to visualize himself in a college environment. . . . Sometimes the student has had such inadequate high school preparation that further formal education appears to him to be an insuperable obstacle. Whatever the reason, all of our institutions . . . have a responsibility actively to seek, recruit, and assist where necessary, all who can benefit from the post-high school opportunities that are available to them.[8]

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[6] Planning for Higher Education in North Carolina.

[7] Ibid., pp. 9-18.

[8] Ibid., pp. 51-52.

In the long-range plan, the State and the predominantly black institutions were urged:

1. To provide funds to acquire additional talent in areas of instruction and administration and to make greater use of consultants and other outside resources;
2. To mount a drive for additional financial support from the General Assembly, foundations, alumni, and the Federal Government in order to close the gap in salaries between Negro and white institutions within the State and to make North Carolina salaries nationally competitive;
3. To mount an aggressive recruitment campaign /for students and faculty/;
4. To develop further imaginative teaching methods and curricula;
5. To reexamine academic programs to ascertain which could be eliminated as unnecessary duplication or as no longer relevant, which need to be continued and which need to be added or strengthened;
6. To develop or improve remedial or compensatory programs for entering students (pre-college programs, special programs for freshmen, ways to supplement faculty resources);
7. To raise admissions standards and to devise more meaningful criteria for admission than those used in the past;
8. To develop competent admissions staffs and recruitment programs aimed at securing capable students;
9. To identify areas of academic strength for the concentration of their efforts;
10. To hire adequate staff, including administrators, business officers, registrars, deans, counselors, and faculty; and
11. To develop more adequate remedial and compensatory education and special counseling programs.[9]

The plan also noted with respect to the five predominantly black constituent institutions of The University of North Carolina, that

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[9] *Ibid.*, pp. 201-221.

> these institutions must be upgraded so that they are producing graduates who are in every way able to compete with graduates of other institutions . . . . They will need . . . to set higher standards for admission, to engage in aggressive recruiting, and to provide intensive remedial and compensatory education for those who need it.[10]

While much of the above is directed to the strengthening and improvement of institutions that were established originally for black students and which are still attended predominantly by blacks, in similar manner, the white institutions have been charged to broaden opportunities for minorities they have not traditionally served. As will be noted later at greater length, several have adopted programs to recruit students who have had educational disadvantages but who appear to have the ability to do college work, and have provided remedial and compensatory education and special counseling as needed.

Examples of other activities recommended by North Carolina's long-range plan of 1968 were that the Law School of The University of North Carolina at Chapel Hill vigorously and systematically work at recruiting black law students, and that North Carolina Agricultural and Technical State University and North Carolina State University (the two land-grant institutions) review their program offerings in agriculture and engineering, seeking ways of further cooperation and of eliminating duplication.[11]

c. Implementation Activities

(1) Fort Bragg - Pope Air Force Base Center Responsibility

Historically, a number of institutions, public and private, responded to the request for educational services at the large military complex at

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[10] Ibid., pp. 216-217.

[11] Ibid., see pp. 111-117 for discussion of agricultural, engineering, and legal education.

Fort Bragg - Pope Air Force Base near Fayetteville. Initially, programs consisted largely of courses given sporadically by continuing education units of the public universities--The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and East Carolina University. Later, nearby Campbell College (Buies Creek) and Methodist College (Fayetteville) began enrolling students from the area. Meanwhile, Fayetteville Technical Institute provided vocationally-oriented courses to military personnel. A limited number of servicemen took advantage of offerings at Fayetteville State University.

Early in the 1960's it became apparent that the needs of the area could not be met fully without the establishment of an educational center or branch campus at the reservation itself. After several years of negotiations, North Carolina State University in 1964 agreed to set up a branch campus at Fort Bragg where undergraduate work leading to the baccalaureate degree could be accomplished. At first, programs were established only in two fields, Economics and History and Political Science. Gradually, courses in English, Education, Psychology, and Sociology were added and a limited amount of work was provided at the graduate level.

By 1970 Fayetteville State University, newly-designated as a regional university by the North Carolina General Assembly, was making plans to move from its traditional role of catering primarily to black students to an all inclusive institution in fact as well as in name. Concerted efforts were made to appeal to the white segment of the population in the Fayetteville area. Consonant with this effort, at the suggestion of North Carolina State University and Fayetteville State University, conversations were initiated, under the aegis of the Board of Higher Education, to determine the future of the educational program at nearby Fort Bragg - Pope. A joint committee, composed of representatives of the two institutions, the State Board, and the military was created to study the question. In October, 1970, agreement was reached providing for the complete transfer of undergraduate work from North Carolina State University to Fayetteville State University by July 1, 1973.

In order to provide as smooth a transition as possible it was agreed to effect the transfer in two stages, the first to begin on July 1, 1972 and the second to begin one year later. Fayetteville State assumed full responsibility for the programs in Economics and History and Political Science the first year and, as scheduled, took over the remainder of the undergraduate offerings in July, 1973. North Carolina State University closed its office and phased out its undergraduate program at that time.

Fayetteville State University, under the direction of a very capable staff, which includes a number of former NCSU personnel, has carried on the operation with a minimum of difficulties, none unforeseen. Enrollments in the programs in this first full year of operation (1973-74) have totaled 610, 85% of whom are white and 15% black and other. The distribution by race is approximately the same as in previous years (86% white and 14% black and other). As in the past, nearly one-third of the enrollees are non-military. Sixty-two percent of the staff, including the director of the program, a vice chancellor of the University, are black. Twenty percent of the full time faculty and 59% of the part time faculty are of minority races.

As Fayetteville State University was not authorized to offer work at the graduate level, responsibility for graduate programs, at the time of transition, remained with North Carolina State University. Subsequently, in July 1973, the Board of Governors of The University of North Carolina authorized two additional institutions, East Carolina University and The University of North Carolina at Charlotte, to share responsibility for graduate work in the area. This arrangement was made with full utilization of the staff personnel, offices, and resources of Fayetteville State University. A graduate council, composed of representatives of the three graduate schools, Fayetteville State University, the military and the General Administration of The University of North Carolina has jointly coordinated the program.

Fayetteville State University's contribution to this joint enterprise, in serving as the secretariat for the council and in providing numerous services associated with admissions, registration, record keeping, collection and disbursement of tuition and fees, book store operation, advertising, and counseling has been considerable. The integration of efforts in this common undertaking on the part of four public universities is illustrative of the kind of cooperation and coordination that can come from the utilization of the non-duplicative capabilities of varieties of institutions.

It is anticipated that as the roles of institutions engaged in this effort change, additional efforts designed to minimize and eliminate possible vestiges of segregation, such as those already in process at Fayetteville State University, will be pursued. Included in these efforts will be discussions between Fayetteville State University and Fayetteville Technical Institute with regard to offerings at the lower college level, so as to avoid unnecessary duplication. Also, the roles of two out-of-state institutions, the University of Utah (MBA program) and Golden Gate (California) (a number of Associate degree programs), largely involving personnel at Pope Air Force Base, will receive further scrutiny.

(2) Inter-institutional Cooperative Agreements

Other opportunities for cooperation between predominantly black institutions and predominantly white institutions exist, e.g., Winston-Salem State University with the other institutions in that city; North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro with the other colleges in the Greensboro area; Fayetteville State University with North Carolina State University at Raleigh; North Carolina Central University with Duke University, The University of North Carolina at Chapel Hill, and North Carolina State University at Raleigh; and Fayetteville State University with Fayetteville Technical Institute and Methodist College. There are, of course, other possibilities both within the State and beyond.

Many different kinds of benefits result from inter-institutional agreements, such as visiting lecturers, assistance in research projects, joint sponsorship of cultural programs, joint seminars, exchanges of students and faculty, and sharing of laboratory or library facilities. Over the past three years, each of the public institutions has reviewed its existing cooperative arrangements with other colleges and universities in an effort to expand mutually beneficial inter-institutional activities.

As of the fall of 1972, there were in North Carolina 65 formal inter-institutional cooperative arrangements in which predominantly black institutions were involved with other black institutions or with predominantly white institutions. Of the 65, some 44 formal arrangements were between predominantly black and predominantly white institutions. The above data show that the black institutions tend to have more associations with white institutions than with other black institutions. (See Appendix UNC-43.)

4. The State Plan: Format

The remainder of this document treats the several aspects of our public post-secondary institutions that are involved in any effort to achieve the objectives earlier stated to be those of the State Plan. The aspects treated are, in order:

Students

Faculty and Staff

Institutional Resources

Programs

Racial Impact of State Plan

Administration of State Plan

Under the next-to-last heading we address the most specific measure of the results anticipated from the action elements of the State Plan: the estimates of the racial impact on student enrollments in each of the institutions that we anticipate will result from the successful execution of all the recommended actions. We have chosen to make these estimates in terms of the aggregate effects of carrying out all of the action elements, rather than attempting to state for each action element a racial impact, because we consider the latter course to be entirely unrealistic in the nicety of prediction it would require as to the effects of actions whose separate impact is at best a matter of speculation. It is, moreover, the net effect of all the actions taken together that finally will count, and that is what we have undertaken to project.

B. Students

1. Post-Secondary Education Attendance

The population of North Carolina according to the Census of 1970 was 5,082,059. Of that number, 3,901,767 (76.8%) were white, 1,126,478 (22.2%) were black, and 53,814 (1.0%) were of other races.[12]

The black proportion of the population is significantly larger among the younger cohorts than for the population as a whole. The traditionally-defined college age group (those 18 to 21 years old) in 1970 numbered about 418,000. The racial breakdown of that group was as follows:

White	313,833	75.0%
Black	99,222	23.7%
Other	5,211	1.3%
	418,266	100.0%[13]

The racial proportions among the high school graduates of 1973 follow closely the proportions found among their cohort (that is, the entire group of people born in 1955). The group born in 1955 numbered, according to the 1970 Census, 103,419 persons, of whom 28.3% were black. The public high school graduating class of 1973 numbered 69,322, of whom 27.2% were black.[14] While the fact that only two-thirds of the 18-year olds graduated from high school is a matter of significant concern, the fact that the high school graduation rate of white and black citizens of the State is almost identical shows encouraging and welcome change.

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[12] 1970 Census of Population. General Population Characteristics. North Carolina (Washington: U.S. Department of Commerce, Bureau of the Census, 1971), p. 35-56.

[13] Ibid. These are the people who, according to the 1970 Census, were born in 1952, 1953, 1954, and 1955.

[14] Survey of 1973 High School Graduates. (Raleigh: Department of Public Instruction, 1973), p. 5.

Another indication of the rate of attendance at post-secondary institutions by race is found in a survey taken every year by the Department of Public Instruction among the high school graduates of that year. Each graduate is asked his intentions for the fall following graduation. The responses as to the plans of the high school graduating class of 1973 (69,322 people) shows that 31.6% of the whites were planning to go to senior institutions of higher education (public and private), while 23.2% of the blacks so planned. A total of 54.9% of the whites and 42.4% of the blacks declared plans to enter public and private senior and junior institutions (including community college transfer programs. The percentages of those intending to go to private vocational schools were virtually indentical (4.6% white, 4.7% black). For the small group of 1973 graduates (806 total) indicated as of some race other than white or black, the percentages closely parallel those of the blacks.[15]

In the fall of 1973, 150,261 persons were enrolled in the North Carolina post-secondary educational institutions, public and private (but including only those enrolled in the college transfer programs of the community colleges). That enrollment is about 36% as large as the 18-21 year old group, traditionally thought of as the "college age" population. In evaluating this ratio, however, it should be borne in mind that the North Carolina student population includes 35,661 out-of-state residents, about two-thirds of whom are in private institutions.[16] Current information on the number of North Carolinians enrolled in schools outside this State is not available to us, but it is estimated to be no more than 12,000, meaning that North Carolina institutions as a whole are net "importers" of students to the extent of 23,000 to 25,000. Thus the simple ratio of the number enrolled to the number of people 18-21 appreciably overstates the attendance by North Carolinians.

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[15] Ibid.

[16] Statistical Abstract of Higher Education in North Carolina, 1973-74 (Chapel Hill: The University of North Carolina, 1974), Table 2.

By no means all college students are in the 18-21 year old bracket, though that is the age group most often used in measuring attendance rates. Recent national studies show that barely half of the total post-secondary enrollment in the United States (currently 9.6 million) is within that age group, reflecting the growing phenomenon of continuing education and the return to the classroom as regular students of persons whose educations were interrupted for a time by other pursuits.

2. Characteristics of Current Students

a. The University of North Carolina

An analysis of the fall, 1973 headcount enrollments in the post-secondary educational institutions in North Carolina (including only the transfer program students in the Community College System institutions) shows the following:

	Public Institutions		All Institutions	
Public institutions			101,378	67.5%
Private institutions			48,883	32.5
Total			150,261	100.0%
The University of North Carolina	92,184	90.9%		
The Community College System (transfer program students only)	9,194	9.1		
	101,378	100.0%		
North Carolina residents	88,758	87.6%	114,600	76.3%
Non-residents	12,620	12.4	35,661	23.7
Total	101,378	100.0%	150,261	100.0%
Undergraduate students	85,725	84.5%	129,723	86.4%
Graduate students	13,878	13.7	16,427	10.9
First Professional students	1,775	1.8	4,111	2.7
Total	101,378	100.0%	150,261	100.0%
Full-time students	81,955	80.8%	127,676	85.0%
Part-time students	19,423	19.2	22,585	15.0
Total	101,378	100.0%	150,261	100.0%

	Public Institutions		All Institutions	
Men	56,693	55.9%	83,953	55.9%
Women	44,685	44.1	66,308	44.1
Total	101,378	100.0%	150,261	100.0%
Negro	16,340	16.4%		
American Indian	596	0.6		
White and other	82,712	83.0		
Subtotal	99,648	100.0%		
Military centers	1,730	-		
Total	101,378	-		

ENROLLMENT BY RACE IN THE UNIVERSITY OF NORTH CAROLINA
FALL 1973

Institutions	Students							
	Black		American Indian, Oriental, Spanish Surnamed American		Other		Total	
Predominantly white	2,832	18.1%	953	93.0%	73,267	97.1%	77,052	83.6%
Percentage	3.7%		1.2%		95.1%		100.0%	
Predominantly Black	12,614	80.5%	17	1.7%	771	1.0%	13,402	14.5%
Percentage	94.2%		0.0%		5.8%		100.0%	
Military centers	213	1.4%	55	5.3%	1,462	1.9%	1,730	1.9%
Percentage	12.3%		3.2%		84.5%		100.0%	
Total	15,659	100.0%	1,025	100.0%	75,500	100.0%	92,184	100.0%[17]
Percentage	17.0%		1.1%		81.9%		100.0%	

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17. Ibid. Additional data on students will be found in Appendices UNC-4 through 29.

b. The Community College System

In the fall of 1973, a total of 59,388 students were enrolled in curriculum (degree-credit) programs in the 57 institutions of the North Carolina Community College System. (See table on the following page.) Of this total, 34,228 (58%) were enrolled full-time (12 credit hours or more) and 25,160 (42%) were part-time students. Approximately six out of ten students enrolled full-time in all program categories, except for general education where nearly nine out of ten students were enrolled on a part-time basis.

Nearly 65% of the curriculum students were employed.

Slightly more than 39% of the students were female and about 61% were male.

Approximately 66% attended classes in the day-time.

More than 80% of all curriculum students were classified as freshmen. (This includes, however, large numbers of part-time students who had also taken courses in previous years.)

White curriculum students numbered 48,050, or 80.9% of the total, with a non-white (mostly black) representation of 11,336, or 19.1% of the total. (It should be noted that these figures apply to curriculum students only. Data presented earlier showed that non-whites represented 23.9% of fall, 1972 students, including extension students. The 1973 fall extension enrollments total have not yet been analyzed by race.)

As compared with either high school graduation figures or the proportion of non-whites in the North Carolina population, non-white students are underrepresented slightly in all curriculum programs except vocational programs. In the latter category, non-white students comprised 28.8% of all students in the fall of 1973. Non-whites made up 11.4% of all college

Selected Characteristics of Curriculum Students in the North Carolina Community College System, Fall of 1973

Program	Total	Full-Time vs. Part-Time		Sex		Race		Class Standing		Day vs. Night Attendance		Employment Status	
		Full-Time	Part-Time	Male	Female	White	Non-White	Freshmen	Sophomore	Day	Night	Employed	Not Employed
College Transfer	9,194	6,201	2,993	5,745	3,449	8,144	1,050	6,511	2,683	7,421	1,773	5,779	3,415
Percent	15.5	67.4	32.6	62.5	37.5	88.6	11.4	70.8	29.2	80.7	19.3	62.9	37.1
General Education	8,948	1,041	7,907	3,756	5,192	7,910	1,038	8,338	610	2,988	5,960	6,618	2,330
Percent	15.1	11.6	88.4	42.0	58.0	88.4	11.6	93.2	6.8	33.4	66.6	74.0	26.0
Technical	28,876	19,303	9,573	17,123	11,753	23,188	5,688	21,289	7,587	20,396	8,480	18,811	10,065
Percent	48.6	66.8	33.2	59.3	40.7	80.3	19.7	73.7	26.3	70.6	29.4	65.1	34.9
Vocational	12,370	7,683	4,687	9,431	2,939	8,810	3,560	11,531	839	8,265	4,105	7,392	4,978
Percent	20.8	62.1	37.9	76.2	23.8	71.2	28.8	93.2	6.8	66.8	33.2	59.8	40.2
Total	59,388	34,228	25,160	36,055	23,333	48,052	11,336	47,669	11,719	39,070	20,318	38,600	20,788
Percent	100.0	57.6	42.4	60.7	39.3	80.9	19.1	80.3	19.7	65.8	34.2	65.0	35.0

See Appendix for detailed reports by institution by race.

transfer students, 11.6% of the students in general education, and 9.7% in technical programs. Economic and educational differences between white and non-white students are likely to be responsible for racial and ethnic differences in program selection.

The average age for all curriculum students enrolled in the 1973 fall quarter was 26.5 years. The range was from 17 years to over 70 years of age. Of all curriculum students, 45.9% were in the 17-22 age range. Those who were between 23 and 29 represented 27.2% of the total, the 30-39 range accounted for 15.4%, those who were 40-49 represented 7.1% and 2.2% were between 50 and 59. Slightly less than one-half of one percent were 60 or older, and 1.7% of the students' records left their ages blank.

The average age for college transfer students was 24 years. For general education it was 31, technical was 26, and vocational was 27.

For extension students, the average age was 34.7 years, and for all curriculum and extension students combined in the fall of 1973, the average age was 30.8 years. Nearly 22,000 students received some type of financial aid in the 1973 fall quarter. The most common type of financial aid received was Veterans' Administration Benefits, with 14,978 students receiving it (68.2% of all students receiving financial aid). Other types of financial aid and the respective percentages of students on any type of financial aid who received each are as follows: Manpower Development and Training Act, 1.1%; scholarship, 5.1%; Military Survivor Benefits, 6.1%; Vocational Rehabilitation, 4.2%; College Work Study, 5.4%; and all other types, 9.8%.

The largest number of students from any one type of educational program who received financial aid in the fall of 1973 were students enrolled in technical education. A total of 12,752 technical students (58.1% of all students who received financial aid) obtained financial support. Lesser numbers of students in other types of programs who received financial aid included 2,740 in college transfer programs (12.5% of the total), 996 in general education (4.5%), and 5,465 (24.9%) in vocational education.

The chart on the following page describes the above data in tabular form. A detailed breakdown of student aid by institution, and by race for the 1972-73 academic year appears in the Appendix.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Student Enrollment by Type of Support, Fall of 1973

	Total No. Students	MDTA	Schol-arship	Surv. ED Benefits	Veterans Admin. Benefits	Vocat. Rehab.	Work Study	Other Support Programs
COLLEGE TRANSFER	2,740	5	234	246	1,646	131	209	269
GENERAL EDUCATION	996	16	42	69	483	72	72	242
TECHNICAL	12,752	83	640	750	9,099	419	686	1,075
VOCATIONAL	5,465	143	210	277	3,750	308	208	569
TOTAL	21,953	247	1,126	1,342	14,978	930	1,175	2,155

3. Student Transfer Patterns

Concurrent with the rise in college enrollments in North Carolina has come an increase in the tendency of students to transfer from one institution to another within the State. The largest single source of transfers is the Community College System. The largest recipient of transfer students (58% of them) is The University of North Carolina. More than two-thirds of the community college students who transfer go into the constituent institutions of The University, a flow that has increased more than 15-fold in seven years, from 104 in 1966 to 1,698 in 1973. This increase probably represents much greater readiness on the part of the public senior institutions than in the past to accept community college system credits towards their four-year degrees. It also suggests the promise that even readier transfer from the junior to the senior institutions holds for the future. See Appendices UNC-11 through 14.

There is an increasing tendency as well, not reflected in the inter-institutional transfer statistics, for students to move into, out of, and after an interval back into educational institutions. This tends to make statistical analysis of such phenomena as attrition increasingly difficult; as fewer students follow the regular progression from year to year, it is less easily ascertained why some do not keep up with their contemporaries.

4. Access to Post-Secondary Education

a. The University of North Carolina

(1) Non-Discrimination Policy

The Board of Governors of The University of North Carolina on April 13, 1973, adopted the following policy statement as Section 103 of the Code of the University:

> Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

This principle has been and will continue to be followed rigorously in the admissions context. Various experimental programs have been initiated at several locations, primarily for the purpose of testing empirically certain traditional assumptions about student capabilities, levels of preparedness, and evaluation techniques; these programs for presumptively "high risk" or "disadvantaged" students frequently have included substantial numbers of black students. However, in no case does such a program constitute a permanent, confirmed modification of general admissions practices and in no case is an impermissible discriminatory consequence intended.

(2) Admissions Standards

An obvious constraint on student access to traditional forms of higher education is the nature and level of standards by which admissibility is measured and assessed. With reference to the system in gross as well as individual institutions, admissions standards serve two functions. First, "policy dictated" minimum credentials are posited and measured for the purpose of attempting to insure compatibility between the demands of the curriculum, which vary among institutions, and the capacity of the prospective student. Second, in any situation where there are more applications from prospective students than spaces available to accommodate them, a process of and basis for differentiation is necessary.

The ideal to which our nation historically has professed allegiance in all social contexts involving competitive evaluation is that standards of measurement shall be applied consistently, fairly, and objectively, to insure against the conferral of special advantage and the imposition of special detriment. At the primary and secondary levels of public education, the objectivity ideal is expressed in terms of insuring adequate space for and establishing standards which are sufficiently broad to accommodate virtually all school-age children as to the fundamental question of admissibility, though differentiation among enrolled students as to academic performance remains a characteristic of the system. In the post-secondary educational context, the objectivity ideal is expressed in somewhat more refined terms, reflecting both the fact that enrollment is optional and voluntary and the fact that current and long-standing public policy priorities reflected by commitments of public resources do not as yet provide for universal participation in post-secondary education. In short, public post-secondary education presently is designed to accommodate persons who have the demonstrated will and capacity to achieve significantly beyond the virtually universal norm posited by the primary and secondary model of public education. The matter could be addressed otherwise, as a function of public policy, viz., substantial additional public resources could be devoted to insuring that significantly more persons, of more diverse characteristics, are induced to enter and are appropriately accommodated within an expanded concept of post-secondary education. Indeed, that sort of expanded vision is currently manifesting itself within the nation and in North Carolina through such measures as publicly supported community colleges and technical institutes, adult education offerings, and extension services. However, the participation rate within the adult population in post-secondary education now involves less than a majority, regardless of whether this represents a function of personal choice or capacity of the system to accommodate or ability of prospective students to meet qualifying standards or other social circumstances which may militate against participation.

Assuming, as is the case currently, that more persons make application to the total program of post-secondary education in North Carolina than are admitted, the two fundamental constraints which so limit enrollment are admissions standards and physical capacity of the institutions. It is the former which is the subject of some current debate, in terms which suggest the possibility of a racial implication. Most frequently, the suggestion is made that black citizens are disadvantaged in inordinate numbers by the consistent application of certain evaluation techniques and that compensatory account ought to be taken of various social factors which may operate to the disadvantage of black citizens in the educational context. One theory about remedial initiatives which enjoys currency is that first-year admission to the public post-secondary system, both in gross and with reference to all individual institutions, ought to be available to any person who has completed successfully and graduated from a public high school program. Indeed, such an approach currently applies within the Community College System, and, as a further refinement, certain individuals are there admissible even without previously having achieved a high school diploma. At present, however, such an approach is deemed unsatisfactory as a consistent practice among senior institutions for at least three compelling reasons.

First, even if such a minimal admissibility standard were adopted, for the foreseeable future there would continue to be institutions within the total senior system that would remain more attractive to potential applicants than others, with the consequence that some institutions would have more applicants than could be accepted because of physical space limitations; eschewing necessarily a "first come, first served" system, the consequence is that some system of differentiating qualitatively among applicants would have to be adopted.

Second, and even more significantly, differentiated admissions standards for various senior institutions are justified by necessary programmatic distinctions among institutions. It is not intended that every senior institution shall constitute all things to all persons at all times. Rather, there should be functional differentiations among institutions, producing student options. which reflect, among other things, differences in student career aspirations as well as student capabilities. Even at the most sophisticated institutional levels, within North Carolina no one institution purports to offer the full range of program and degree possibilities. Economic limitations which militate against duplication of program content among institutions as well as judgments about the implications of the size of student enrollment have dictated the conclusion, for example, that the two largest campuses within the University shall be distinguished, among other ways, by the fact that one has an agricultural and technical emphasis which the other does not have. Similarly, it would be counterproductive, both economically and educationally, to attempt to develop at every institutional location a full capacity to accommodate all levels of difference in student preparation and capability. A broadly eclectic student body, measured by various indices of academic potential, would require a multiplicity of programs tailored to the special needs of different students, if essentially nonselective admissibility were to be more than a hollow promise to those admitted. Accordingly, selective and varying admissions standards, from institution to institution, ought to reflect a commitment to economy, to matching student skills and aspirations with compatible programs, and to insuring maximum utility of the educational experience to undeniably different types of students.

Third, in a significant number of instances further reduction of minimal admissions standards would do violence to the valid premise that, in all modesty and honesty, higher education cannot and should not purport to function as a panacea for a vast array of social ills reflected by the seriously deficient student. Some persons may be further educated beyond the public school norm only at extraordinary expense and over exceedingly long periods of time. For higher education to undertake an unexcepted universality would distort its mission, waste resources, and mislead participants.

Just as there should be no one uniformly high admission standard within a public higher education system, so too there ought not to be one uniformly low admission standard. We must accommodate a substantial part of the undeniable diversity in diverse terms, but we do not contemplate universal and unexcepted access.

An essential caveat concerns the validity and fairness of any admission standards which may be employed, whether the perceived need for differentiation is prompted by "market considerations" (i.e., competition derived from the existence of more applicants than spaces) or "minimum standards" considerations. Continuous reevaluation of measurement techniques must be insured, to the end that measurement of inconsequential or insubstantial differences, which can be shown to have no significant correlation with academic success, are discarded promptly. To that end, it will be the responsibility of the President of The University of North Carolina to create, by July 1, 1974, a special committee to undertake a thorough investigation of current evaluation techniques within the senior institutions, drawing on experience to date as well as the accumulated knowledge of acknowledged experts in the nation, and to report its findings initially to the President by December 31, 1974. The objective will be to determine the fairness and validity of any selection techniques in use or proposed for use. It is anticipated that the constituent institutions will take the findings of the committee into account and will make such adjustments in their admissions standards as they find appropriate. As deemed necessary and appropriate, various institutions may be commissioned to conduct pilot programs designed to generate empirical data useful to reliable assessments of admissions criteria. This subject will be a matter of continuous monitoring and review throughout the life of this State Plan.

Responsibility:	The President of The University.
Timing:	To be begun July 1, 1974, and an initial report to be made by December 31, 1974.

Special Cost: None.[18]

Effect: To aid in determining the validity and fairness of student selection and admissions methods used by the constituent institutions, to guide those institutions in setting their admissions standards.

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[18] Here and in several later instances, the special cost of a projected activity is stated to be "none." That does not mean that the activity will be cost-free; few of them will. It does mean that funds will be sought from sources other than new state appropriations to finance the activity. An attempt will be made to determine the costs actually incurred in support of each projected activity.

(3) Compensatory and Remedial Education Programs

A separate but, in some respects, related concern is that of affording additional educational opportunities to those who do not meet current minimum admissions standards. Here attention is addressed to those students who may be inadmissible on the basis of "policy-dictated" admissions standards, as distinguished from market-induced higher standards reflecting competition among a surplus of applicants for available spaces. The perceived disability which may militate against admission to the traditional and usually rather exacting post-secondary educational experience may be either general or particular; for example, the disadvantaged student may have a pervasive learning disability or may have a deficiency in one or more of such subcomponents as reading, communication, or mathematics.

A profoundly important public policy question is whether the post-secondary system shall be expanded and modified to accommodate many such persons. Any such approach would entail, basically, an expansion of the system to accommodate more students rather than the dispossession of certain types of students currently enrollable in favor of a new and formerly inadmissible type of student.

Reference already has been made to the existence of opportunities for admission into the post-secondary systems by students on the basis of minimal criteria. However, all such admissions practices must be accompanied by an assurance of the availability and proper use of resources designed to acknowledge and address the special needs of such students. At present, portions of the total objective just described are being realized within the existing systems. In addition to the Community College System institutions, at a number of senior institutions within the University, some admissions are being made virtually on the basis of credentials limited to the high school diploma. However, the possible and, to some extent, apparent deficiency characteristic of such current opportunities within senior institutions is the absence of fully comprehensive and effective special assistance programs designed to maximize the prospects of student success. Most of the constituent institutions of The University provide either formal programs or informal programs through tutoring, counseling, learning resources centers, reading laboratories, and language laboratories that are designed to assist previously identified high risk students or those whose academic performance falls below a satisfactory level. The following is a list of formally organized programs that are already operating on the campuses indicated:

Campus	Title of Program
Appalachian	Special Development Program
Elizabeth City	Freshman Opportunity Program and Basic Education and Enrichment Program
East Carolina	Experimental Admissions Program
Fayetteville State	Intensive Study Program
N. C. A & T	Provability Program
N. C. Central	Academic Skills Center
N. C. School of the Arts	Special Tutorials
N. C. State University	/Special sectioning of selected courses and special counseling/
Pembroke	College Opportunity Program
UNC-Greensboro	Special Services Program
UNC-Wilmington	Special Admissions Program
Western Carolina	Special Program for Probationary Freshmen
Winston-Salem	Enrichment Center

Experimentation in the University is encouraged. The quality of special assistance programs also is relevant to that body of students, of presently undetermined magnitude, who previously have been admitted to senior institutions on the basis of minimal credentials; they also must be considered appropriate beneficiaries of an improved capacity for necessary special assistance.

The realization of both an expanded capacity to accommodate new types of students and the creation of satisfactory programs tailored to their special needs as well as the needs of those already enrollable under minimal standards will entail substantial resource allocations, within budgeting priorities.

With reference to all such undertakings, it is understood that no distinctions based on race should apply; the beneficiaries of any such remedial undertakings should be both black and white students who have been identified reliably, on the basis of non-racial criteria, as proper objects of this effort. To the extent that it may be demonstrated that a higher percentage of black citizens than white citizens are the victims of the cumulative social dynamic which makes such programs necessary, then a higher percentage of blacks is expected to benefit therefrom. That is the intention and expectation.

Within The University of North Carolina, a study will be undertaken of the experience of the constituent institutions of The University and of other institutions with respect to remedial and compensatory education programs for those whose academic qualifications are less than those normally required for admission. The purpose of this study will be to develop a body of information on the most effective forms and contents of such programs, their organization and administration, their cost, and other aspects. This information would be made available to the constituent institutions in the development or expansion of remedial and compensatory education programs. The projected study should be completed by July 1, 1975, and the effects of the data it develops should begin to be observed by the fall of 1975.

Responsibility: The President of The University.

Timing: To be begun July 1, 1974, and completed by July 1, 1975.

Special cost: None.

Effect: To provide information to guide The University of North Carolina and its constituent institutions as to the most effective forms of remedial education programs that may be offered by them, and thus to aid them in improving the prospects of academic success of those persons who are admitted to those institutions.

(4) Transfer Policies and Guidelines

Policies with respect to student transfer among institutions, both within The University and into The University from external institutions, bear materially on the question of access and opportunity. Particularly with reference to less well prepared students, the prospect of real opportunities for transfer following successful completion of a supplemental or remedial educational experience is important. The University of North Carolina engages in several activities especially designed to facilitate student transfer with a minimum loss of credit and time from two-year institutions to senior ones. The University co-sponsors and provides staff services for the Joint Committee on College Transfer Students, the Joint Committee on Nursing Education, and the Allied Health Articulation Project. It publishes and distributes two biennial mannuals: (1) Guidelines for Transfer, relating to admissions, credit, and ten academic disciplines, and (2) Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina. Periodically, the University participates in articulation workshops in the major disciplines, which are attended by faculty of both two-year and senior institutions. The University of North Carolina also annually collects and disseminates data on transfer students, e.g., the number of transfers each institution sends and receives, and the academic performance of each undergraduate transfer student who enters The University. Such data not only identify the extent of incoming and outgoing transfers, but to some extent indicate the degree of their academic achievement. These activities will be continued to the end that access to the constituent institutions of The University may be enhanced.

Responsibility: The Chancellors, the President of The University, and the President of The Community College System.

Timing: Continuing, 1974-78.

Special Cost: None.

Effect: To enhance access to the constituent institutions of The University of North Carolina, especially on the part of people who for academic or other reasons are not able to begin their educational work in those institutions.

b. The Community College System

(1) Non-discrimination Policy

The North Carolina Community College System, established by the 1963 General Assembly, has no history of de jure or de facto racial segregation.

The North Carolina Community College System, administered at the State level by the State Board of Education, is comprised of the Department of Community Colleges and 57 technical institutes and community colleges. Each institution has a board of trustees. From its early days the System has maintained an "open-door" policy for all individuals regardless of race, creed, or national origin. Each institution is non-residential and serves primarily commuter students.

The 1962 Report of the Governor's Commission Beyond the High School recommended that ". . . Students should be admitted to all post-high school educational institutions without discrimination as to race."[19]

The 1963 Community College Act provided that:

> The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State.[20]

On February 6, 1964, the State Board of Education adopted the following open-door admissions policy:

> The industrial education centers, technical institutes, and community colleges shall maintain an open-door admissions policy to the institutions for all applicants who are high school graduates or are school leavers 18 years old or older;

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[19] The Report of the Governor's Commission on Education Beyond the High School (Raleigh, 1962), p. 17.

[20] North Carolina General Statutes Sec. 115A-3.

> with selective placement in the different curriculums within the institution, such selective placement to be determined by the officials of the institutions based on the admission requirements approved by the State Board of Education for each curriculum and each course offered.
>
> In order to implement this policy, the Department of Community Colleges is authorized to provide through institutional budgets and otherwise for trained counselors, comprehensive curriculum offerings including guided studies programs, and emphasis on individualized instruction. . .[21]

On February 11, 1965, the State Board of Education adopted a policy to implement the Civil Rights Act of 1964.[22]

In February of 1967, detailed instructions to implement the 1964 Civil Rights Act were incorporated into the official Policy Manual for the North Carolina Community College System. These instructions stipulated that the chief state executive of the Community College System would secure ". . . the necessary and proper compliance forms for all the institutions and agencies under his direction."[23]

On March 2, 1972, the State Board of Education adopted the following policy reaffirming its existing policy on civil rights and specifically including the employment of women as well:

> WHEREAS, the State Board of Education is aware of and in sympathy with current efforts to expand and improve the role of women in today's society; and
>
> WHEREAS, the Board has been requested to clarify its position with specific regard to the utilization of women in administrative capacities in education;
>
> NOW, THEREFORE BE IT RESOLVED:
>
> That the North Carolina State Board of Education reaffirms its commitment to a policy of employment and assignment of personnel solely on the basis of qualifications and without regard to sex, creed, or ethnic origin;

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[21] Minutes of the State Board of Education, Raleigh, February 6, 1964, p. 2.

[22] *Ibid.*, February 11, 1965, p. 1.

[23] *Policy Manual for the State System of Community Colleges and Technical Institutes* (Raleigh: State Board of Education, 1967), Policy No. 2.09.

> BE IT FURTHER RESOLVED, that the Board go on record as encouraging an expanding employment of women in administrative positions in those instances where qualified female applicants are available for such positions.[24]

(2) Admissions Standards

The North Carolina Community College System has maintained an open-door admissions policy since its inception in 1963. No change in this policy is contemplated now or in the future. Admission restrictions applied by local institutional authorities to applicants for admission to a particular curriculum or program are subject to review and modification by the State Board of Education on its own motion, or on recommendation of the State President, or by petition of an aggrieved party. (Such admission restrictions usually arise from requirements or standards established by national or regional professional or occupational accrediting organizations concerned with training standards in the particular field of specialization.)

The admission to specific programs is based upon the use of a system of testing, interviews by counselors, and high school transcripts where applicable. Admission to programs is made without regard to race, creed, color, or national origin. In those cases where the applicant does not meet minimum program entrance requirements, guided studies and remedial programs are used to prepare the student for entrance into the program of his choice.

(3) Compensatory and Remedial Education Programs

The institutions of the Community College System offer specialized credit and non-credit courses for students who need to improve their skills so that they can perform at the level required--college transfer,

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24. Minutes of the State Board of Education, Raleigh, March 2, 1972, p. 12.

technical, or vocational. An individual who desires to enter a specific curriculum program and who has deficiencies in prerequisites or low entrance test scores is guided into a program of study designed to increase his proficiency. These programs are designed to meet the individual's needs for the curriculum to be entered.

In addition to regular courses, a student may elect to study in the learning laboratory program. These programs are designed to meet the needs of the person who wants to prepare for the High School Equivalency Examination, the person who desires to remove deficiencies so that he can enter a regular curriculum program of the institution, the person who wants to be better prepared in his present job or to prepare for advancement on his job, or the person who wants to study a subject for his own self-improvement.

The laboratories offer programmed instruction which presents the material to be learned in small, sequential steps which move gradually from basic and easily learned knowledge and skills to more difficult content. The student can enroll in the Learning Laboratory at any time during the year. He sets his own work schedule and progresses at his own rate.

Special programs to aid disadvantaged persons such as the educationally deprived, financially disadvantaged, and the underemployed and hard core unemployed are conducted under the Manpower Development Training Act, Adult Basic Education, Adult High School Education, and the General Educational Development Preparatory Program. Although the institutions conduct extensive advertising and recruiting campaigns, considerable difficulty is encountered in enrolling and retaining students in these programs. Additional efforts will be expended in an attempt to enroll and retain more students in this category without regard to race.

Among the areas of study available in the remedial programs are English, social science, mathematics, foreign language, business, science, occupational, and general interest. The reading programs provide instruction from the second grade to college.

While institutions of the Community College System do not themselves offer education or training above the sophomore level of college or university course work, some of the Community College System institutions do make their facilities available when possible to senior institutions desiring to teach graduate or professional level extension courses or seminars in the community institution.

5. Recruiting

a. General

(1) The University of North Carolina

(a) Control

Recruiting is under the control of each constituent institution, whose board of trustees exercises authority delegated to it by the Board of Governors. Recruiting is conducted with no supervision and a minimum of coordination by the General Administration. No change in this basic allocation of authority is being made.

(b) The Educational Opportunities Information Center (EOIC)

The 1971 General Assembly authorized the former Board of Higher Education, and later the Board of Governors of The University, to establish an Educational Opportunities Information Center. The principal reason underlying the authorization was that applicants were experiencing difficulties in gaining admission to college because of crowded enrollments. The Educational Opportunities Information Center has upon request given assistance to such students in finding colleges to which they are generally admitted.

The recent leveling-off in enrollment has to a large degree obviated the particular kind of service previously performed by EOIC. The problems faced by applicants for admission to college currently are those that are related to the complex manner by which appropriate information must be sought regarding the variety of higher educational opportunities in the state. The information needed includes: the kinds of institutions available, the nature and location of programs, the admissions process and standards, costs, financial aid, housing, etc. We now envision the Educational Opportunities Information Center as being a statewide agency that would facilitate securing all such information and which would make the information readily available at minimum or no cost to any interested student. Moreover, we believe that the information must be available in a form suitable to students who are still enrolled in junior high school. In this manner, the information is expected to be helpful in increasing the college-going rate of blacks and whites. Special attention will be given to reducing the number of minority students who become high school dropouts by the tenth grade.

All published materials issued by the Education Opportunity Information Center will carry appropriate statements to the effect that admission to institutions and programs within The University shall be without respect to race.

Implementation of this broader function of the EOIC requires the attention of a full-time director. The Board of Governors will appoint a director by July 1, 1975.

Responsibility:	The President of The University.
Timing:	Beginning July 1, 1975, and to continue at least to 1978.

Special Cost: $30,000 a year.

Effect: To increase attendance at institutions of higher education with attention being given to increasing the college-going rate of blacks and whites to the national average.

(c) The Application for Admission

All efforts to provide easier access to information vital to a prospective student's decision-making process about post-secondary education will be meaningless if another major barrier occurs at the time of application for admission. The barrier may be composed of a number of elements such as cost, multiplicity of forms, and contacting and filing multiple applications with the several institutions to which the student may elect to apply.

One effective approach to reducing these barriers begins with the use of a common application form for all 16 campuses of The University. Through a collaborative effort of the admissions officers of the 16 campuses of The University, steps have already been taken to develop and design a single application form for all new and transfer undergraduate students. Each of the 16 campuses will be identified on the application form. In this manner, the applicant will find it easier to apply simultaneously to one or more of the institutions. The common application form will carry an appropriate statement to the effect that admission to institutions and programs within The University will be without respect to race.

Once the common application has been developed, its usefulness in facilitating the application process will be tested. The expectation is that all applicants will have a more convenient and equal opportunity to consider all 16 institutions. The University will monitor the process to determine whether there results an increase in the rate of applications by potential students who represent the "minority presence" on each campus.

In order to effectuate the study, the racial identity of applicants will be needed. To secure this information, all 16 campuses will henceforth call for the racial identification of the applicant. (Ten of the institutions now require this information.) No penalty, however, will result from a student's refusal to provide racial identification.

The adoption of a common application form will have no immediate effect on the application fees charged by the institutions.

Responsibility:	The President of The University.
Timing:	Testing of common application for admissions form will begin in the fall of 1975. Eliciting racial identification will begin with applications for admission in fall 1974.
Special Cost:	None.
Effect:	To simplify the application process and to increase the opportunity to apply to any of the 16 institutions, irrespective of its historical racial identity, and to test the effectiveness of each institution in attracting "minority presence" prospects.

(d) University-wide Publications

The University of North Carolina in fulfilling its legislatively-mandated responsibility to do so collects and disseminates a large quantity and variety of information relating to higher education each year. The information collected is obtained from both public and private institutions and is published annually in the document entitled Statistical Abstract of Higher Education in North Carolina. This information, however, is not directed particularly to high school counselors or to prospective students. In order to remove this inadequacy, two new publications will be issued under the auspices of The University of North Carolina with the cooperation of the constituent institutions.

A publication is in the initial stages of development which will be aimed primarily at prospective students. This publication will contain information about each of the 16 public senior institutions. (The private institutions issue their own publication.) The format is expected to be attractive and to have special appeal to students. The second publication will be similar to the first one, except that the target population will be prospective graduate and professional students. Each of these two publications will have the widest possible distribution among the respectively appropriate populations.

Both of these publications will carry appropriate statements to the effect that admission to institutions and to programs within The University shall be without respect to race.

Responsibility: The President of The University.

Timing: The two publications are expected to be available in time for the recruiting period for students entering in the fall of 1975. Each publication is expected to be reissued biennially thereafter.

Special Cost: Approximately $12,000.

Effect: To enhance attendance by students generally, but especially "minority presence" students, since these publications will make available to all readers information on institutions and programs that may not otherwise be readily available. In addition, the effect is expected to encourage application for admission by students who in the past may have been unaware of the opportunities available.

(e) Dissemination of Policy on Non-Discrimination

All pertinent publications of the constituent institutions of The University will clearly state the policy that students will be admitted to the institution without respect to race, and when pictures are used to illustrate such publications, this policy will be illustrated where feasible by pictures of integrated groups.

Responsibility:	The Chancellors of the constituent institutions of The University.
Timing:	To begin immediately and to continue at least to 1978.
Special Cost:	None.
Effect:	To the extent that the lack of such policy statements in some college catalogs, etc., may discourage (or fail to encourage) "minority presence" attendance at institutions, the implementation of this policy should enhance such "minority presence."

(2) The Community College System

(a) General

Student recruiting by community colleges and technical institutes is effective for several reasons. First, the institutions are interested in recruiting a wide range of ability levels--from illiterates to college level, from unskilled to the highly skilled who desire upgrading by means of additional training or education. Second, practically all students are from homes and families in the commuting area for each institution, and therefore serve as contacts with others in the area who may need what the institution can provide. Third, the employers in the community receive all or the major portion of the output of the institution and assume a voluntary role in the recruitment effort. Fourth, the institution's programs are largely selected to meet the needs found to exist among the population of the commuting area and are thus more highly "saleable" to prospective students.

In the Community College System, all recruitment activities are carried out without regard to race, creed, color, national origin, or sex. Since the Community College System was established as a system of non-segregated institutions, no attempt is made to recruit students for a particular institution on the basis of race. In addition, since funding is based on the number of full-time equivalent students attending the institution, there is pressure upon the institution to recruit.

(b) Publications

An Educational Guide for technical institutes and community colleges is published by the Department of Community Colleges. This publication is revised biennially and contains general information about the Community College System, information about educational programs and lists of curricula by institutions. The photographs contained in this Guide are multi-racial in character, are illustrative of program areas, and are not related to the racial composition of any institution. Other devices, such as film presentations produced at the state level, also depict the community college as being a multi-racial entity.

Member institutions in the system publish institutional catalogs and brochures advertising specific programs. These publications also present multi-racial settings in many instances.

All recruitment materials produced on and after July 1, 1974, either at the State or local level with aid of State or federal funds, shall contain a statement of non-discriminatory policy. Failure to include such a statement shall require a refund by the responsible person or institution of the State or federal funds used in the production of the recruitment material.

Advertisements utilizing the mass media, promoting the institutions and their various program offerings, are being presented in a manner that is not restrictive for members of minority groups. However, special efforts shall be made to utilize the mass media in the recruitment of more minority students. Contacts with community organizations for the purpose of advertising the institutions shall include more contacts and emphasis in relation to minority organizations and leaders.

The Department of Community Colleges prepares and disseminates bulletins, brochures, news items, television briefs, and a very widely-broadcast, continuing series of radio programs of information concerning the Community College System and the institutions. The State President assures implementation of the above commitments with respect to all informational materials and advertising disseminated by the Department.

The Department of Community Colleges receives copies of institutional publications and subscribes to a newspaper clipping service by means of which institution publicity items and advertisements published in every newspaper in the State are reviewed by the State President or his representatives in the Department of Community Colleges. The State President anticipates that every institution's president will accept local responsibility for implementing the foregoing commitments in good faith and will, on his own part, make prompt remonstrance to any institution president observed to be negligent or derelict in requiring full and faithful compliance. If such remonstrance proves unavailing, the delinquency will be reported to the State Board of Education and to the institution's board of trustees for such further remedy and relief as these governing authorities may deem appropriate to the case.

b. Recruiting Staffs: The University of North Carolina

Many campuses around the country and at least half of the institutions within The University have found it beneficial to have at least one person on the recruiting staff who is a member of the principal "minority presence" race on that particular campus. The University, therefore, commits itself to having at least one such person on each of its campuses. Where the budget of the institution does not currently provide the support for an additional position required for racial diversification of the recruiting staff, appropriate requests should be included in the institutional change budget for 1975-76 to employ such a person.

Responsibility: The Chancellors.

Timing: Continuing (or where necessary beginning in 1974 and continuing) at least to 1978.

Special Cost: Uncertain.

Effect: To increase the effectiveness of the recruiting staff in attracting to the institution students who are members of the "minority presence" on that campus.

c. High School Counseling

(1) The University of North Carolina

To the extent that such emphasis is now lacking, the academic and training programs for future counselors should emphasize the development of techniques to ensure objectivity with respect to racial considerations in advising students regarding post-secondary educational careers. The expected benefit of this emphasis within the professional development programs of counselors is to minimize or eliminate improper influences that may flow from the counselors' biases. The constituent institutions of The University which conduct curricular programs in counseling will be encouraged to introduce this emphasis where lacking and to reinforce it wherever possible.

By means of publications, workshops, regional meetings of the professional organizations, visits to the campuses, and other appropriate means, The University can and should assist annually the counselors to know and understand the offerings of the constituent institutions and the Community College System institutions. The magnitude of this undertaking is suggested by the fact that there are approximately 1,500 high school counselors in the State, but the task is manageable through regional conferences.

The Board of Governors is aware of the requests of the Office for Civil Rights that it "assure that white students will not be counselled or otherwise channeled away from the predominantly black schools and that black students will not be channeled to predominantly black institutions." The high school counselors of the State are not in any sense employees of The University of North Carolina. The Board of Governors does not have the authority to command the counselors in their performance or to punish them if that performance does not accord with the wishes of the Board of Governors. The University as an educational institution will do all that it appropriately can to educate, inform, and advise the counselors to advise students, white or black, to select institutions in accordance with their best academic interests. We believe that the actions proposed above offer reasonable prospects of producing changes in the behavior of counselors to the extent that may be necessary.

Responsibility: The President of The University and the Chancellors.

Timing: Beginning in 1974 and continuing at least to 1978.

Special Cost: $3,000.

Effect: To increase the attendance by students at institutions in which they will be members of the "minority presence."

(2) The Community College System

Articulation workshops with high school counselors are conducted for the express purpose of improving communications between high school counselors and the institution staff. Many institutions are currently involved in such articulation programs. From all indications, these programs have proven to be valuable. In addition, personal visits are made by Community College System institution staff members with high school counselors to keep them up to date on opportunities available in Community College System institutions. Copies of the Educational Guide, which contains information on programs available in technical institutes and community colleges are provided to the counselors.

While the articulation workshops are oriented primarily toward providing in-service training needs and experiences for high school counselors, selected high school teachers of all races and both sexes are also invited to participate because high school students also look to them for counseling. The high school counselors and teachers attending these articulation workshops receive a stipend for the period of their participation. Beginning July 1, 1974, these articulation workshops will include substantial emphasis upon the need to identify and eliminate possible discriminations based on race or sex in all areas of institution responsibility. The authorization of State funds to support articulation workshops will include a commitment on the part of the institution to implement this additional emphasis. Each articulation workshop will be required to include one seminar on procedures for identifying and eliminating racial discrimination in areas of institution responsibility affecting students.

d. Visitations

(1) The University of North Carolina

(a) Visits to High Schools by Institutional Representatives

The North Carolina unit of the Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAAO) is the professional organization which sponsors cooperative recruiting efforts by colleges and universities at the high schools. Membership in the Association consists of senior and two-year institutions, public and private. A complete listing of the member institutions is found in Appendix UNC-47. Attention is drawn to the fact that all five of the predominantly black senior institutions are members.

One benefit of this cooperative effort is the avoidance of unfair competition among the recruiting institutions. The particular mechanism employed by the Association is a combination of two committees, the North Carolina Ethics Sub-Committee and the College Day Committee. The former committee oversees the ethical practices of the member institutions and the latter committee schedules college days at the high schools throughout the State. Currently, six predominantly black institutions, three of which are public senior institutions, are represented on the College Day Committee. In addition, it is the policy of The University of North Carolina and the stated position of CACRAAO that all member institutions shall be treated equally and fairly without regard to the dominant racial identity of the institution or of the high school. This policy will remain in effect and will be reinforced by having no constituent institution of The University participate in recruiting visits to high schools which invite or exclude recruiters on a racially selective basis.

Responsibility: The President of The University and the Chancellors.

Timing: Current and continuing at least to 1978.

Special Cost: None.

Effect: To avoid any appearance of racially selective recruiting by the constituent institutions.

(b) Visits to Institutions by Prospective Students

High school students, without regard to race, will be encouraged to attend appropriate university functions at all of the constituent institutions, and each institution will continue to bring minority and racially integrated groups to campus functions.

Responsibility: The Chancellors.

Timing: Current and continuing at least to 1978.

Special Cost: None.

Effect: To enhance attendance, especially by white students on black campuses and vice versa.

(2) The Community College System

(a) Visits to High Schools by Institutional Representatives

Staff members from community colleges participate in high school programs such as college days and career days. In addition, workshops orienting students to occupational practices are also conducted by Community College System counselors in public schools. In order to facilitate more effective recruitment of members of minority races, staff members who visit high schools shall always include representatives of the respective racial elements comprising the community served. The use of institution students for high school recruitment visits has often proved effective.

(b) Visits to Institutions by Prospective Students

Campus visits by students are coordinated between the guidance personnel from high schools and community college student services personnel. Tours of the campus and any briefings given are presented to the students in a bi-racial context.

Emphasis is placed on special programs, such as guided studies and preparatory studies, and adequate information is provided concerning the types of financial aid available at the institutions.

6. Student Costs and Financial Aid

a. Costs

(1) The University of North Carolina

(a) Tuition and Fees

Until reorganization (1971) the boards of trustees of ten of the sixteen institutions had been free to set their own tuition and fees; the Board of Trustees of The University of North Carolina set them for six institutions. The result had been a varying scale of tuition and fee charges from institution to institution. The Board of Governors, in the exercise of its authority to set tuition and fees, began in 1973 as a part of its first request budget to alter tuition schedules in stages with the objective of achieving a standardized tuition schedule for all of the institutions within each of the four categories of constituent institutions. With two minor exceptions, that standardization process has been accomplished with the adoption of the 1974-75 budget.

Neither under the former disparate schedule of tuition charges nor under the present or emerging schedule are the differences in charges based on the historical racial identity of the institutions. Instead, the schedules are based on the functional categories of institutions, the assumption being that the costs of education at a five-year institution are higher than those at a four-year institution and the costs of education at a doctoral level institution are higher than those at a five-year institution, and that students should pay tuition accordingly. The exceptionally high cost of instruction in the School of the Arts results in its tuition, like its state budget appropriation, being appreciably higher than in the four-year institutions.

(b) Advance Deposits

The statute that formerly required advance deposits in fixed amounts to be paid by persons accepted for admission to an institution or intending to return to an institution for the succeeding academic year has been repealed. The authority to fix such deposits has been delegated to the respective boards of trustees. There is some reason to believe that the requirement of substantial advance deposits has the effect of discouraging attendance at the constituent institutions by a significant number of students. Nevertheless, the requirement of such deposits is a reasonable and proper means of increasing the accuracy of enrollment and student housing projections. Continuing study will be made to determine whether advance deposit requirements are having a discouraging effect on attendance at the constituent institutions and how, through such means as hardship exceptions, relief can be provided to those students while meeting the valid administrative needs of the institutions.

Responsibility:	The President of The University.
Timing:	Current and continuing at least to 1978.
Special Cost:	None.
Effect:	To enhance attendance, especially by persons for whom the present advance deposits constitute a serious economic barrier to attendance or continuation in the constituent institutions of The University.

(2) The Community College System

(a) Tuition and Fees

The charges for attending an institution within the Community College System are somewhat less than the charges for attending the typical university, even if the student commutes daily to the institution in either case. At the same time, the cost of commuting may be substantial for the student and his family, depending upon the distance travelled. Tuition at the North Carolina resident rate is $42 per quarter in the college transfer curriculum and $32 per quarter in other curricula throughout the Community College System. Other student fees and charges vary from institution to institution but are limited by the State Board not to exceed $28 per year.

(b) Advance Deposits

Advance deposits may be required of applicants. The amount of this deposit varies from institution to institution with the maximum allowable of $15. The amount collected is applied toward tuition when an applicant registers at the institution. Full refund of tuition is allowed if the student withdraws within ten days after the session begins.

b. Student Financial Aid

(1) The University of North Carolina

(a) Federally Based Programs

The majority of all financial aid funds administered by the constituent institutions of The University of North Carolina has as a common criterion of award the determination of financial need. Assistance to students is provided singularly or in combination through institutional, federal, and state programs. Federal programs include Basic Opportunity Grants, Supplemental Educational Opportunity Grants, College Work-Study Programs, and National Direct Student Loans. See Appendices UNC-34 through 37.

During the 1972-73 academic year, 19% of the total enrollment of The University of North Carolina received some form of financial assistance from federal programs. Of the number awarded aid, 53% were blacks and other minorities. These racial minority students received 59% of the total financial aid dollars awarded by the 16 constituent institutions that year. The total enrollment of blacks and other minorities within The University during that period was 17%.

Appendix UNC-37 indicates the percentage of each racial group represented within the enrollment population during 1972-73 and compares that percentage to the percentage of students aided and Federal funds awarded to those racial groups during the 1972-73 academic year.

An examination of data available to the General Administration reveals no discrimination against blacks and racial minorities currently in the distribution of financial aid funds either among the 16 institutions as a system or within any individual institution. This statement is based upon an assessment of the distribution of federal student assistance funds within The University system during the year 1972-73.

State-appropriated funds related to federal programs are used for matching purposes specified by the federal programs. Distribution of these appropriated funds among blacks and other minorities is estimated, therefore, to be roughly equivalent to that of the federal funds.

(b) Institutional and University-Wide Programs

At the present time data are not available on the distribution of student aid dollars from all sources; data are available only on student financial aid from federal sources. The University will collect such information routinely in the future. Such information is essential to a more complete understanding of the impact of financial aid on enrollments in The University.

As was stated earlier, examination of available data for federal assistance programs reveals no discrimination against blacks and other minorities; however, closer examination does disclose a negligible impact on the white students on the predominantly black campuses. The average percentage of white students receiving financial assistance on the predominantly black campuses is 8.8% compared to 12.5% of the white students aided on the predominantly white campuses. The figure of 8.8% is misleading, however, because one of the black campuses gave financial assistance (1972-73) to 30% of its white students, whereas in another black institution no white student received aid.

In order to assist the process of desegregation within The University and to increase assurance that lack of money is not an impediment to the process, the Board of Governors will request that an appropriation be made to The University General Administration for the purpose of providing financial aid funds to encourage white students to attend predominantly black institutions and, conversely, black students to attend predominantly white institutions. For the period 1975-76, the sum of $300,000 will be requested for this purpose. To be assisted by funds from this special appropriation at any individual campus, a student must be of the "minority presence" race on that particular campus and: (1) demonstrate need, (2) be a resident of the State, (3) be enrolled full-time (at least 12 semester hours), and (4) be enrolled in a program leading to a degree. Determination of the recipient and the amount of the award will be made through the normal financial aid processes of an individual campus.

At the conclusion of the second year of operation of this program, an evaluation will be made of its impact on the number of "minority presence" students at individual institutions and on the relative size of minority enrollments within the total enrollment of each school. If found to be effective, it will be continued.

Responsibility:	The President of The University and the Chancellors.
Timing:	1975-76.
Special Cost:	$300,000 a year.
Effect:	Increase the "minority presence" students on each campus by providing financial aid incentives.

(c) State-Wide Programs

Most of the state funds currently available are limited to students in special categories: prospective teachers of mentally retarded children, future teachers in the public schools of the state, children of deceased or disabled war veterans, the physically handicapped, and those who plan to enter the medical and paramedical fields and such fields as psychiatric social work, social work, and other occupations directly related to mental health. Administration of these programs is provided through five different state agencies.

Comprehensive studies of financial aid management and resources in North Carolina were made in 1968 and 1971. Further studies have been made by the Southern Regional Education Board for the South as a whole. All of these studies have provided the State with sufficient knowledge to determine student needs in the light of changing college costs and economic status. Consequently, there is no need to repeat these earlier studies. The Board of Governors does commit itself to a review and study of all financial aid resources that are available to the constituent institutions of The University. The purpose of this review and analysis is to determine the effectiveness with which financial aid emanating from private resources is helping to meet the needs of "minority presence" students.

Certain actions have already been initiated in the State to expand financial aid programs. The 1971 General Assembly enacted legislation to allow for the expansion of the North Carolina Insured Student Loan Program and authorized a basic grant program which has not been funded by the General Assembly. That legislative action, however, will enable the State through the

Board of Governors and the North Carolina State Education Assistance Authority to take steps to reduce further the financial barriers to post-secondary education faced by many students.

At least two approaches to accomplishing a further reduction of financial barriers are available to the Board of Governors.

One approach would be to expand the state-funded grants program. The Governor has requested the Board of Governors to submit to the 1975 session of the legislature a request for support of a State Student Incentive Grant Program that is based on the recently Federally-funded program. If supported by appropriated funds from the State legislature, this program will provide an additional source of financial aid based on need throughout the State for students enrolled in post-secondary institutions, both public and private. Administration of this program would be the responsibility of the North Carolina State Education Assistance Authority. State funds would be matched by federal funds on a dollar-for-dollar basis.

The second approach that is available is a continuation of providing adequate reserve capacity for the program of North Carolina Insured Loans operated by the North Carolina State Education Assistance Authority. These loans are available to residents attending eligible institutions under a student loan program authorized by the Higher Education Act of 1965, as amended. During 1972-73, approximately 30% of these loans made went to blacks and other minority students.

Responsibility: The President of The University and the Board of Directors of the State Education Assistance Authority.

Timing: 1974-75.

Special Cost: To be determined.

Effect: To reduce further the economic barrier to post-secondary education for all North Carolinians, thus enhancing attendance.

(2) The Community College System

Financial aid is available to students at all institutions in the Community College System. Student loan funds are available for financial aid in the Community College System, but the State does not contribute to them. In some cases local matching is required for federal funds. The requirements for obtaining loans and the manner in which they are repaid vary. The student's motivation toward study or training potential and financial needs are considered before financial aid is awarded. Funds that are available include:

a. National Direct Student Loan Program

b. Vocational Work-Study Program Under the Vocational Act of 1963

c. Work-Study Program under Title I, Part C, of the Economic Opportunity Act of 1964

d. Veterans Administration Assistance

e. Basic Educational Opportunity Grant Program

f. College Foundation, Inc.

g. N. C. Insured Student Loan Program

h. James E. and Mary Z. Bryan Foundation Student Loan Plan

i. State Board of Education Student Loan Fund--Vocational and Technical Education

j. State Aid to orphans of defined categories of military veterans

k. Vocational Rehabilitation Program

l. Local funds

At present, there is no State-level program of student aid in the Community College System other than the loan program previously noted. State appropriations will continue to be requested to provide matching funds required to qualify all institutions for full participation in federal grant programs made available in support of student aid. At present an institution's participation is dependent upon the availability of local funds to match federal funds. State funds, if appropriated, would become available on and after July 1, 1975.

The distribution of financial aid for 1972 by sex, race, and source of funds is shown in the Appendix. The student enrollment by type of support for the fall of 1973 is shown in the following table.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Student Enrollment by Type of Support, Fall of 1973

	Total No. Students	MDTA	Schol-arship	Surv. ED Benefits	Veterans Admin. Benefits	Vocat. Rehab.	Work Study	Other Support Programs
COLLEGE TRANSFER	2,740	5	234	246	1,646	131	209	269
GENERAL EDUCATION	996	16	42	69	483	72	72	242
TECHNICAL	12,752	83	640	750	9,099	419	686	1,075
VOCATIONAL	5,465	143	210	277	3,750	308	208	569
TOTAL	21,953	247	1,126	1,342	14,978	930	1,175	2,155

7. Access to Services and Facilities

a. The University of North Carolina

(1) General

It is the policy of The University of North Carolina that no student's access to the services and facilities of the constituent institution in which he is enrolled is limited by reason of race.

(2) Housing

It is the policy of The University that institutional housing, or housing in the community that is listed with any office of any constituent institution as available for rent to students, shall be available to students without regard to race, color, or national origin.

(3) Student Teachers

It is the policy of the constituent institutions of The University that student teachers will be assigned without regard to race, color, or national origin.

(4) Job Placement

It is the policy of The University that all persons and organizations using the facilities and job placement services of the constituent institutions for the purpose of recruiting potential employees will refrain from discriminating among prospective employees on the basis of race, and that any person or organization unwilling to operate on that basis will not be allowed to use University facilities and services.

(5) Services Performed for Institutions by Contractors

It is the policy of The University that all outside contractors engaging to provide goods or services to the institution or to its students or staff under contract with the institution will, as a condition of receiving and retaining such contracts, make their services or goods available without discrimination on the basis of race; and to the extent that they employ students, such employment will be offered without respect to race.

(6) Discrimination Detection

Each chancellor of a constituent institution of The University will be asked to designate a responsible officer of the institution whose duty it will be to be alert to, receive reports on, investigate, and recommend that appropriate remedial action be taken by the proper institutional officers with respect to instances of racial discrimination within the institution or by persons or organizations of the kinds referred to in the foregoing paragraphs.

(7) Semi-annual Reports

The semi-annual reports of The University to HEW will summarize experience with respect to racial discrimination as to student access to services and facilities during the preceding six months.

b. The Community College System

(1) On-campus Housing

It is the policy of the State Board of Education not to provide on-campus housing and not to encourage private dormitories to serve institutions of the Community College System. These institutions operate to serve only a commuting clientele.

(2) Off-campus Housing

All institutions which maintain referral services for student housing will publish statements of non-discrimination that have been adopted by their local boards of trustees. Each institution offering referral services will need to determine whether landlords whose facilities are listed with the institution rent to students on a non-discriminatory basis.

(3) Job Placement

Job placement services for students needing part-time work and those leaving school to accept full-time jobs are provided without regard to race, creed, color, sex, or national origin.

(4) Other Services Performed by Institutions

Community services are provided by each of the institutions in their respective service areas. These services are furnished on a non-discriminatory basis.

(5) Other Services Performed by Contractors for Institutions

A number of institutions comprising the North Carolina Community College System contract for direct services, such as food service and some educational services. Any Community College System institution contracting with any agency, company, or other institution to have the contractor provide direct services to students must require that such services be delivered without discrimination based on race, sex, creed, color, or national origin.

8. Student Organizations

a. The University of North Carolina

It is the policy of The University that all student organizations sanctioned by the constituent institutions shall be open as to membership without respect to race. It is the duty of the chancellor and his subordinates on each campus to require that every institutionally sanctioned student organization file with the institution a statement of the organization's non-discriminatory policy. The chancellor or his subordinates, in cooperation with student government, shall take appropriate remedial action, after investigation, where charges of racial discrimination by such organizations are found to be correct.

Responsibility:	The Chancellors.
Timing:	Current and continuing at least to 1978.
Cost:	None.
Effect:	Enhancing the freedom with which "minority presence" students elect to participate in student organizations that are officially sanctioned by the institution.

b. The Community College System

Each student organization before being approved by an institution within the Community College System shall be required to file a statement declaring that membership will be open to all students without regard to race, creed, color, or national origin. Only organizations that are approved by an institution shall be permitted to utilize its facilities on a regular basis.

9. Student Retention

a. The University of North Carolina

It is the intention of the Board of Governors of The University of North Carolina that all reasonable steps will be taken to enable The University as a whole to maintain the current percentage of its graduates who are black. The University does not, however, undertake to ensure that result. It is inevitable that, if more students are admitted under high risk programs without the academic credentials that are normally taken as predictive of academic success, some of them will not complete a degree irrespective of the amount of counselling and other assistance given them.

The University has not heretofore collected data on student retention experience by race. Steps are already being taken to collect such data henceforth on a systematic basis in each of the constituent institutions and to report it to the office of General Administration for analysis and inclusion in the periodic reports made by The University to the Office for Civil Rights. The data so collected will be available to the institutions for their guidance in modifying admissions standards, counselling and other assistance programs, and such other programs of the institution as the data suggests are in need of attention.

C. Faculty and Staff

1. General

a. The University of North Carolina

Equal employment opportunity is not, *per se*, an objective of the provisions of Title VI of the Civil Rights Act of 1964; indeed, Section 604 directs that the provisions of Title VI shall not "be construed to authorize action . . . by any department or agency with respect to any employment practice of any employer . . . except where a primary objective of the Federal financial assistance is to provide employment"; the subject of employment practices and equal employment opportunity is treated in Title VII. It is acknowledged, however that employment policies and practices can impinge on the broad objectives encompassed by Title VI and thus are appropriately treated within a plan which seeks to address the vestigial problems of a formerly *de jure* segregated system of post-secondary education. The essential point is that the redressing of employment grievances attributable to racial considerations is not a primary, free-standing objective of any plan submitted under the terms of Title VI; rather, it is the derivative impact of employment practices on the concerns addressed in Title VI which is here pertinent.

The racial composition of institutional employee complements is assumed to have some bearing on each of the three basic concerns, and corresponding objectives, expressed in this State Plan.

First, the achievement of a substantially multi-racial employee complement at every institution is expected to help effect changes in the racial composition of the student bodies of those institutions. By increasing black faculty, administration, and staff presences at predominantly white institutions and increasing corresponding white presences at predominantly black institutions, one significant environmental factor which presumably influences student selection of an institution has been addressed; black students can be expected to feel that the predominantly white campus environment is more attractive as a consequence, and white students can be expected to feel that the predominantly black campus environment is more attractive as a consequence.

Second, it is reasonable to assume that significant racial changes in employment profiles will contribute to the effort to increase the numbers of black citizens entering the post-secondary experience. This assumption is a reflection of two considerations. On the one hand, the increased presence of black employees at predominantly white institutions should have an ascertainable symbolic significance to black citizens. To the extent that such black employees serve as role models, reflecting the fact of increased equality of employment opportunity in society, more black citizens may be induced to pursue qualifying educational experiences that are reasonably expected to redound to their personal benefit within an improving social environment. On the other hand, if increased numbers of black students are induced to enter predominantly white institutions because of the presence of greater numbers of black employees, at least some of those black students are expected to constitute a net gain in the number of black students enrolled in the total system, because of the increased availability to black citizens of new institutional choices which formerly may not have appeared to be realistically available.

Third, the favorable changes in employment, particularly with reference to faculty, are expected to improve the educational experiences of students, in the fundamental sense that multi-racial contacts in the context of student-teacher relationships, like all opportunities for pluralistic exposures, enhance the total quality of an educational experience. In a second, and perhaps equally significant, respect educational opportunities will be improved because "minority presence" students will have increased access to more faculty members of the same race who may be equipped to render academic and personal assistance on the basis of shared insights and perceptions.

Primary attention is here directed to the goal of increasing the multiracial character of faculties at all institutions, although administrative and staff positions are treated also.

b. The Community College System

The faculty and staff of each institution in the Community College System is recruited, appointed, and otherwise governed and administered by the institution, consistent with standing regulations of the board of trustees, general regulations of the State Board of Education and pertinent regulations and laws adopted by higher authority at State and federal levels. With two exceptions, the institution's board of trustees holds plenary decision-making authority in matters pertaining to faculty and staff. The first exception relates to the institution president. The appointment of a president is subject to approval of the State Board of Education. Also, the president of the Community College System, deans of graduate schools and interested members of the public at large suggest nominees for president to the institution board of trustees. The second exception is appointment of a class of personnel called area coordinators. These individuals, few in number, are assigned program responsibilities of a coordinative nature related exclusively to a few public service training programs conducted in a prescribed geographic area that includes more than one institution administrative area. Since these individuals serve more than one institution, the appointment requires approval of the State President of the Community College System.

2. Appointment and Promotion

a. The University of North Carolina

(1) General

The aggregate faculty population[25] of the 16 constituent institutions of The University of North Carolina consists of 5,039 individuals. Of that number, 4,278 (or 85%) are white; 538 (or 11%) are black; and 223 (or 4%) are of other races. Stated in more meaningful terms, for present purposes, at the 11 predominantly white institutions within The University of North Carolina 1.2% of the aggregate faculty population consists of blacks, 95.0% consists of whites and 3.8% are of other races; at the five predominantly black institutions 20.4% of the aggregate faculty population consists of whites, 69.9% consists of blacks, and 9.7% are of other races.

These faculty profiles, and the obvious correlations between the racial identifiability of an institution and the racial composition of its faculty, may be analyzed and assessed from two very different perspectives and with two very different objectives in mind. First, a legally mandated inquiry, under the provisions of Title VII of the Civil Rights Act of 1964 and Executive Order 11246 as amended by Executive Order 11375, requires a determination of whether discrimination based on race is operative within an employment context; if racial discrimination in employment is found to exist, various remedial undertakings are required. On the other hand, these statistics and profiles may be viewed within the context of a generalized racial duality within a state system of higher education, with the conclusion that racial imbalances within faculties are one symptom of and one continuing cause of the general duality; thus, if there is an imbalance, the faculty racial composition should be changed in service of the broader objective of eliminating duality within the higher education system.

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[25] Full-time teaching faculty with the rank of Professor, Associate Professor, Assistant Professor, or Instructor.

To a certain extent, the realization of either objective may be said to serve the purposes of the other; however, the two different perspectives dictate differences in established objectives, techniques to achieve those objectives, and the nature of results. This State Plan is sensitive to both aspects of perspective and purpose. Primary reliance is placed on programs, described hereinafter, which respond to the legal mandates to discover and eliminate any discriminatory policies or practices in the employment context, in the belief that such efforts will effect a favorable change in racial compositions of faculties. Secondary reliance is placed on additional programs designed to enhance the multi-racial character of all institutional faculties.

(2) The Equal Employment Opportunity/Affirmative Action Programs

The 16 campuses of The University of North Carolina and the Office of General Administration have filed 17 separate written affirmative action plans under the requirements of Executive Order 11246 as amended by Executive Order 11375. All such plans have been submitted to the Atlanta Regional Office of the Department of Health, Education and Welfare for review and evaluation. If implemented as currently written or as further revised pursuant to additional negotiations with the compliance agency, these programs will have a material impact on the racial compositions of institutional employee complements. One important caveat is noted at the outset: Because these affirmative action programs are designed, by the terms of the Executive Order, to increase the employment and utilization of blacks at locations where they arguably have been underutilized in the past, the major direct impact will be realized within the predominantly white institutions. These programs, under the terms of the Executive Order, do not result in affirmative action employment goals designed to increase white presence at predominantly black institutions. Accordingly a separate component of this state plan is the establishment of programs, independent of those required by the Executive Order, which are designed to increase the multi-racial character of employment at predominantly black institutions where that appears necessary. We note that the non-black proportion of the faculty is one-third or higher in four of the five predominantly black institutions.

The regulatory program of the Executive Order embodies two basic requirements. First, it is required that federal contractors insure the absence of racial discrimination in the formulation, statement, and application of all personnel policies and practices. Second, federal contractors must undertake positive efforts to overcome any demonstrated past underutilization of blacks within the employee complement, without reference to whether such underutilization was the product of consciously discriminatory practice or intent. The continuing elimination by The University and each of its constituent institutions of any current manifestation of racial discrimination and the correction of any consequences of past racial discrimination in employment are expected to increase the multi-racial character of all institutional staffs, within the context of normal employment-market dynamics. However, an even more substantial impact is expected to flow from the affirmative action employment goals responsive to identified past deficiencies in the representation and utilization of blacks within the staffs of predominantly white institutions.

With reference to changes in faculty employment patterns, the summary institutional goals for the predominantly white institutions responsive to perceived past deficiencies embody a wide range of anticipated changes in racial patterns; at the low end of the spectrum, one institution proposes to progress from a current situation in which blacks are not represented on the faculty to one where they constitute 1.7% of the faculty; at the high end of the spectrum, the projected growth in black representation is from 4.6% to 6.9%. The substantiality of these minority employment goals must be evaluated in the light of an additional, separate commitment, required by the Executive Order, to effect changes also in the relative representation of males and females in faculty employment. For each predominantly white institution, the racially oriented affirmative action goals projected pursuant to the requirements of Executive Order 11246 are:

Institution	Current Racial Profile White %	 Black %	 Other %	Projected Racial Profile White %	 Black %	 Other %	By end of Academic Year
UNC-C	92.5	4.6	2.9	90.4	6.9	2.6	1976-77
UNC-CH	95.9	1.2	2.9	93.3	3.9	2.8	1975-76
NCSU	97.7	1.0	1.3	94.9	3.5	1.6	1975-76
UNC-G	96.4	1.7	1.7	92.1	5.8	2.2	1977-78
ECU	96.3	0.5	3.2	93.4	3.6	3.0	1975-76
ASU	97.4	1.4	1.2	94.6	4.4	1.0	1975-76
WCU	99.4	0	0.6	96.5	2.2	1.3	1975-76
UNC-W	93.7	2.1	4.2	91.5	5.1	3.4	1975-76
UNC-A	98.3	0	1.7	98.3	1.7	0	1975-76
PSU	86.2	1.0	12.8	84.5	2.1	13.4	1976-77

(The data for NCSA are not currently available.)

Similar projections designed to effect changes in both administrative and non-administrative staffs are embodied in the affirmative action plans.

Even in the absence of corresponding affirmative action employment goals at predominantly black institutions for increasing the presence of white faculty members, it is anticipated that the natural consequences of the efforts of predominantly white institutions will impact on the racial character of faculties at all institutions. This is so because, to a substantial extent, the realization of goals will involve both a voluntary relocation of faculty by race within the State as well as the induction of new blacks to faculty ranks and the attraction of new black faculty members into the State.

In addition, the predominantly black institutions within The University of North Carolina will develop supplemental affirmative action employment goals which closely follow, in objective and technique, the programs already being developed by the predominantly white institutions. By August 1, 1974, these supplemental goals for predominantly black institutions will be submitted as an addendum to the contents of this state plan. Uniform guidelines for the development of such programs will be evolved by the Office of General Administration, in close consultation with representatives of the affected institutions. Responsibility for actual program development will rest with the institution, subject to review of results by the Office of General Administration.

The anticipated cumulative impact of all such programs will be a significant change in the racial profile of staffs at all institutions within The University of North Carolina.

Responsibility:	The Chancellors of the constituent institutions of The University.
Timing:	Current and continuing.
Special cost:	Uncertain but substantial, especially in terms of the time of faculty members and administrators committed to the drafting and administration of affirmative action plans.
Effect:	To increase the "minority presence" employment on all 16 campuses and thereby to make those campuses more attractive to "minority presence" students.

(3) Supplemental Faculty Employment Efforts: General

The affirmative action numerical goals described in the immediately preceding section (which ultimately are to include similar commitments by the predominantly black institutions) are being incorporated into this state plan as the exclusive commitment of the plan to effect numerical changes in the racial composition of the permanent, full-time faculties of the constituent institutions of The University of North Carolina. We do not purport here to establish a different or separate or supplemental program which independently is designed to do more than the separate institutional affirmative action plans envision with respect to permanent, full-time employment. To make representations to the contrary would be at variance with the required and honest commitments embodies in those separate affirmative action plans to the effect that they constitute maximum good faith effort and will accomplish all that we realistically perceive as being feasible with reference to permanent, full-time employment within the time frames adopted. Accordingly, if the projected accomplishments designed to modify the racial profile of permanent, full-time faculties are viewed, within the state plan context, as being defective or deficient, then the defect or deficiency is reposed in the separate institutional programs which have been developed in response to the requirements of Executive Order 11246. Those plans represent all that we honestly believe can be accomplished with respect to permanent, full-time employment at this time.

It is acknowledged, however, that the successful realization of the separately stated institutional goals for changes in the racial composition of permanent, full-time faculties can be enhanced through various state-level supplemental programs of assistance, encouragement, and inducement which are consistent with and supportive of the separate institutional efforts. One of the purposes of this section of the state plan, therefore, is to describe with particularity and to make definite commitments concerning those system-wide supplemental efforts. A second purpose of this section of the state plan is to describe with particularity and to make definite commitments with respect to other initiatives which, while not involving traditional employment relationships, will have the effect of enhancing multi-racial faculty exposures.

It is essential, also, that there be a clear understanding of what is not being undertaken, either in the separate affirmative action plans or in this state plan, with respect to changes in the racial composition of institutional faculties.

First, we note that no aggregate goal is being posited with respect to permanent, full-time employment on a system-wide basis. Although some such aggregation of anticipated accomplishments with reference to the racial composition of the permanent, full-time faculties of the constituent institutions could be described by combining the various separate institutional goals as stated in the affirmative action programs, such an exercise would be misleading, if not meaningless, in view of the understood purposes of this state plan, viz., to modify the characteristics of institutions so as to make each institution less readily identifiable in racial terms. Just as we acknowledged at the outset that the reporting of faculty racial representations in the aggregate does not provide useful information, so also the establishment of system-wide goals unrelated to institutional bases would not be useful. At present, the aggregated figures demonstrate that 11% of the system-wide faculty population consists of blacks; we would have done nothing to address the fundamental concern of Title VI if we were to posit as a goal an aggregate increase of this black representation to 12% or 20% or 50%, if such increases were not reported and undertaken with reference to separate institutions. For example, if all or most of any such increase were to occur within the predominantly black institutions, our net situation would be worsened rather than ameliorated. Only changes in white faculty representation in predominantly black institutions and black faculty representation in predominantly white institutions is salutary, within the context of the purposes of this state plan. Such "minority presence" change in institutional faculty populations is the purpose of the separate affirmative action plans, and the numerical goals stated thereunder represent the best estimates, and the corresponding best efforts, of the several institutions to realize significant progress. Nothing more is or can be expected with reference to permanent, full-time employment of faculty.

Second, the affirmative action employment program required by the Executive Order is not being supervised and directed from a central, system-wide perspective. Consistent with initial and continuing understandings with HEW officials responsible for monitoring the affirmative action programs, the responsibility for evolving, articulating, monitoring and achieving results under the affirmative action programs rests with the constituent institutions of The University of North Carolina. This dispersion of responsibility is based on the sound observation, confirmed as appropriate by HEW officials, that effective operational responsibility for employment does rest at the campus level, that particular employment exigencies vary from campus to campus, and that the campus constitutes the most manageable unit for purposes of developing action programs, monitoring efforts, and reporting results. Thus, the role of the Office of General Administration is to be limited to liaison, research, advice, and encouragement related to the separate campus efforts.

Third, no involuntary reassignments of faculty members for purposes of effecting changes in the racial composition of institutional faculties will be undertaken. Faculty members who work at an institution within The University of North Carolina are employees of that institution alone; in no case is such an employee engaged to serve, nor does he or she enjoy tenure or other forms of job security or seniority with reference to, The University as a whole. Each constituent institution is a separate entity for employment purposes. Thus, neither the Board of Governors nor the Office of General Administration has undertaken, nor may it undertake, to reassign faculty members from one institution to another; all such contractual arrangements involving institutional location are the mutual prerogative of the individual faculty member and the interested and affected institution or institutions. Faculty employment decisions are made within the framework of a free-choice and mutual-selection process, at the institutional level. The faculty employment process is, moreover, one in which the initial and in many ways the most important decision from the institution's standpoint is that of the faculty of the department in which the new faculty member will serve.

Fourth, we consider it implicit in the 17 affirmative action plans that have been submitted to the Atlanta Office of the Department of Health, Education and Welfare that "without altering any legitimate criteria for employment, selection decisions would be made so as to increase the desegregation of faculty and staff at each institution."

(4) Supplemental Faculty Employment Efforts: Centralized Support of Affirmative Action Programs

The efforts of the Office of General Administration to assist the campuses in realizing the goals posited in the affirmative action-equal employment opportunity programs will consist of:

a. Twice annually (in July and January) during the life of the affirmative action plans, the Office of General Administration will sponsor a general meeting of chief academic officers and other appropriate campus officials for the purpose of reviewing institutional problems and achievements in attaining increased multi-raciality of faculties. Such meetings will be devoted to the exchange of information, the discussion of common problems, and the assessment of prospects for increasing achievements.

b. A central faculty position listing service for faculty positions will be established. On or before July 1, 1974, the Vice President for Academic Affairs will notify the chancellor of each constituent institution of the availability of this service. A campus which wishes to participate will file with the Vice President pertinent data (including job description, eligibility criteria, and proposed employment date) concerning any faculty position available to be filled and about which the filing campus wishes to have notice given to the faculties of other constituent institutions. Such filings will be compiled monthly by the Vice President and a summary description of the vacancies compiled for the month will be furnished to the chancellor of each constituent institution with instructions to disseminate the summary at the campus level in a manner designed to afford information to interested faculty employees who may wish to make direct inquiry about the employment opportunity. Agencies and institutions other than those which comprise The University of North Carolina will be included on the monthly mailing list on request.

c. A central faculty applicant listing service will be established by the Vice President for Academic Affairs on or before July 1, 1974. The service will receive and pool applications from the following sources:

/1/ Those individuals who wish to make general application to be considered for employment by a campus of The University of North Carolina without initial expression of preference for any particular campus or campuses of The University;

/2/ Those individuals who previously have been or who currently are applicants for faculty employment at a particular campus of The University and who request of that campus that their application and curriculum vitae be forwarded to the central applicant pool. All employment application forms in use at the campus level shall include a written notice of the right of the applicant to have his application forwarded to the central applicant pool.

A monthly compilation of such employment applications will be made by the Vice President for Academic Affairs and will be furnished to the chancellor of each constituent institution with instructions to disseminate the compilation to appropriate offices within the institution.

Responsibility:	The President of The University and the Vice President for Academic Affairs.
Timing:	Beginning in 1974 and continuing at least to 1978.
Special cost:	$30,000 a year, 1975-76 and after.
Effect:	To inform faculty members of positions available within The University for which they might wish to apply, and to inform department chairmen and other officers of The University who are seeking faculty members of the availability of additional applicants from within and outside The University, all to the end that greater racial diversity within the faculties of the constituent institutions of The University may be achieved.

(5) Supplemental Faculty Employment Efforts: Faculty Exchanges and Visitations

In addition to modifications in the racial composition of permanent and full-time faculty complements, increased multi-raciality can be realized through nontraditional arrangements such as faculty exchanges and short-term visitations between pairings of predominantly white and black campuses.

All such possibilities will be approached in a manner consistent with the educational needs and program constraints of the participating institutions, with continuing recognition of the independence of individual institutions in matters of faculty employment. The function of the Office of General Administration will be to provide various media through which the effectuation of such multi-campus arrangements will be encouraged and to assist in the underwriting of any special expenses that may be entailed. Because any such arrangements would constitute, basically, a new departure in staffing commitments, a number of currently unresolved practical questions must be addressed before any specific agreements can be entered. Thus, a reasonable planning period is necessary, looking toward effectuation of the first such new staffing commitments for the 1975-1976 academic year. This is not to say that opportunities for earlier implementation of realistic possibilities will be foregone; however, the major initial impact of this effort is expected to occur during the 1975-1976 academic year, in view of the fact that virtually all hiring for 1974-1975 has been done.

The basic medium for continuous planning would consist of an annual conference sponsored by the Office of General Administration, which would involve administrative representatives from pairs or larger groupings of predominantly white and predominantly black institutions which are reasonably proximate geographically. Such conferences would be held in the winter or early spring of each year, coincident with the approximate "faculty recruitment season," in anticipation of staffing needs and opportunities for the next succeeding academic year.

On or before October 1, 1974, however, an initial planning conference will be convened by the Office of General Administration at which the following tentative assumptions will be tested, for purposes of evolving basic guidelines.

The purpose of faculty exchanges, or visitations, would be to create opportunities for short-term "minority presence" experiences at the faculty level; a black faculty member from a predominantly black institution would trade faculty assignment with a white faculty member from a predominantly white institution. It is contemplated that each participating faculty member would remain on the payroll and technically would remain the employee of his "home institution," with no changes in compensation, seniority, or other perquisites of and no losses of benfits normally accruing by reason of such original employment. All such arrangements would be negotiated and confirmed by the affected institutions on an entirely voluntary basis. In order to encourage both prospective faculty-member participants as well as the participating institutions to effect such arrangements, the Office of General Administration would undertake to finance the payment of additional expenses associated with exchanges. Specifically, such payments would cover any actual and reasonable expenses associated with relocation. Thus, if an exchanging faculty member chose to remain resident in his regular home during the exchange period and, as a consequence, would incur daily travel expenses to the new temporary employment location, those travel expenses would be underwritten by The University. By way of further illustration, if the exchange arrangement should prompt the faculty member to change his place of abode temporarily, any increased expenses associated with the relocation would be underwritten by The University. The funds necessary for such expenses are difficult to calculate in advance, because the level of need will be a reflection of numbers of exchange arrangements actually effected and the varying actual additional costs to the individuals involved. Assuming moderate success of the program during its first year and modest costs for each exchange arrangement effected, we estimate $100,000 a year as an appropriate beginning budget.

Faculty exchange programs between constituent institutions of The University and out-of-state institutions offer another possibility deserving consideration.

It is not possible to make definite commitments, or to fashion realistic "goals," concerning the extent of or numbers of participants in these faculty exchange or visitation programs. Rather, it will be necessary to assess the circumstances and explore conscientiously all reasonable opportunities, within the context of institutional voluntarism. The results of these efforts will be the subject of periodic reporting requirements, consistent with reporting commitments elsewhere made within this state plan.

Responsibility:	The President of The University and the Vice President for Academic Affairs.
Timing:	Planning will begin by October 1, 1974, with implementation anticipated in the academic years 1975-1976 and after.
Costs:	$100,000 a year in 1975-1976, with larger amounts likely in later years if the program proves successful during the first year.
Effect:	To increase the frequency and extent of exposure of students in the constituent institutions of The University to faculty members of other races than their own, and to augment the minority presence among faculty members and so make the constituent institutions more attractive to minority presence students.

(6) Supplemental Faculty Employment Efforts: Production of Additional Minority Group Candidates for Faculty Employment

It is acknowledged that one serious current obstacle to realizing more substantial modification of the racial composition of institutional faculties is the relatively small number of black citizens who have acquired qualifying educational credentials for and pursued the teaching profession at the higher education level. This fact suggests a need to induce more black citizens to pursue qualifying experiences which would make them eligible to compete for faculty employment. Two separately identifiable groups of black citizens can be expected to benefit from any such efforts. On the one hand, incumbent employees of constituent institutions who are experiencing career-advancement limitations should be encouraged to address constructively those impediments which are remediable through additional advanced educational experiences via study leave, faculty improvement grants, and other alternatives treated elsewhere within the state plan. On the other hand, more black college graduates should be encouraged to pursue additional educational experiences in graduate and professional schools which would equip them to compete for faculty employment. The latter need is the subject of this section.

Although the orientation of many programs within the state plan which address the matter of effecting changes in student enrollment patterns may appear to emphasize the undergraduate level, in fact the intention throughout is to embrace and influence the full spectrum of higher education programs, including post-baccalaureate enrollments. Thus, the various initiatives described throughout the plan, such as recruitment efforts, financial aid, and environmental factors, should be understood to be comprehensive in their intended impact. However, there are multiple inducements to address the matter of post-baccalaureate enrollments as a separate and special concern. Aside from the general concern about enhancing the multi-racial character of student bodies at all institutional locations, favorable changes in the representation of blacks in post-baccalaureate programs will impinge also on employment profiles.

The graduate and professional schools within The University, especially those having exclusive authority within The University to grant doctorates, have recognized their responsibilities and have moved in various ways to enhance their racial minority enrollments. These include conferences with the academic deans of undergraduate schools to inform them of graduate study possibilities open to their students, visits to undergraduate institutions by representatives of the graduate schools to promote student interest in graduate study, and the employment of racial minority staff members in graduate school offices. These schools recognize also that more needs to be done to increase their enrollments of black students.

The three doctoral level institutions have recognized the need to increase graduate enrollment as part of affirmative action planning. Because the graduate admissions procedure is by nature highly decentralized, with the primary responsibility residing in each academic department maintaining a graduate program, there is no single, universal approach which can be identified as a commitment of this state plan, but specific examples of what the doctoral level campuses are doing can be cited as illustrations of the commitment:

. At The University of North Carolina at Chapel Hill the Graduate School conducted a workshop with academic leaders from predominantly black colleges in the state for the purpose of identifying ways that campus could encourage minority students to engage in graduate education. As a result of the workshop, the Chapel Hill campus now emphasizes direct departmental contacts between its departments and similar ones at predominantly black campuses for the purposes of identifying potential graduate students, providing information about available programs and admissions requirements, channeling of recommendations of students, and determining faculty interest in work on advanced degrees and exchanges.

. At North Carolina State University the School of Forest Resources recognized the need for additional funding required to implement new recruitment efforts designed to attract minority students with training in related fields such as chemistry or economics and then provide them with advanced or post-doctoral instruction in the specialized fields of forestry as one means of increasing the supply of potential faculty.

. At the University of North Carolina at Greensboro exchange programs and a consortium arrangement were emphasized in affirmative action planning as a means of increasing graduate enrollment and thus the supply of potential faculty.

These examples are not intended to be exclusive or limited but are offered as an indication of the variety of approaches used by the constituent campuses to increase graduate enrollment of minority students.

Professional schools represent a somewhat different problem because the applicants for admission exceed the supply of places. Problems connected with the issues of the DeFunis case do exist as the paper credentials of applicants continue to improve and standards for admission are thereby driven up. Each professional school on each predominantly white campus now has underway efforts to recruit minority students in a systematic manner, with as much variation among these approaches as among programs to increase minority enrollment in graduate programs. The impact on professional school enrollment has only begun to emerge and additional assessment will be needed before the need for additional approaches can be determined.

In order to bring into focus the efforts that are now underway and to develop others that might be productive in increasing black enrollments in graduate and professional schools in the nine constituent institutions of The University having such schools, each of those institutions will be asked to submit to the Office of General Administration by no later than October 1, 1974, a report on the efforts it has made and plans to make to increase black enrollment in its degree programs, with related cost estimates. The target date for implementation of such plans is the student recruitment and admission season anticipating enrollment for the 1975-1976 academic year. Such plans are to be specific as to methodologies and corresponding costs. The basic conceptual guidelines for development of such plans shall be the same as those operative with respect to the more generalized undertakings of this state plan with the objective of producing changes in the racial composition of student bodies. Thus, this effort presupposes a fundamental respect for and deference to the concept of racial nondiscrimination in all recruitment and admissions practices and decisions.

Responsibility: The President of The University.

Timing: Beginning in 1974 and continuing at least until 1978.

Special cost: Substantial but uncertain, pending further study.

Effect: To increase the number of blacks entering graduate and professional schools for the purpose of increasing their representation in the professions and preparing larger number of blacks for faculty appointments in The University of North Carolina and elsewhere.

b. The Community College System

Subject to the few limitations already noted, all matters of recruitment, appointment, promotion, and other aspects of faculty and staff procurement, administration, tenure, work loads, working conditions, terminations, discipline, qualifications, and supervision are delegated to the sound discretion of the institution administration and board of trustees. The State Board follows a policy of adopting the minimum of regulations applicable to these aspects of institution management.

State level influence is, nevertheless, continually exercised by leadership practices and procedures designed to influence and benefit professionally the institutional employees of all administrative and instructional categories. Such persuasive, educational, and monitory influences include State accreditation reviews, State task force inspections, State audits, in-service training workshops, educational leave with pay, extended educational leave without pay, special conferences and consultation, administrative advices from the State level, program or general advisory committees drawn from area employers, other area citizens, other educational systems and institutions, and private accreditation organizations and consultative services. Periodic institutional self studies are strongly advocated by the State level and are given aid and assistance as well as forthright critique. In-service training courses are conducted on and off institution campuses by higher education institutions in the State University System.

Refusal by an institution to comply with provisions of law, regulations issuing from higher authority, or persistent abuse of discretion is amenable to correctional action by the State level through the exercise of a number of administrative and statutory remedies. Among the remedies available to the

State Board of Education is that of withdrawing and withholding State funds from that institution. The latter is, of course, a remedy of last resort which would be recommended to the State Board by the State President only after all reasonable administrative efforts to secure an institution's adherence to State Board policy and regulations had failed.

The typical administrative procedure in seeking an institution's compliance with the State Board policy and regulations consists of the following successive actions on the part of the State President:

(1) Publishing and disseminating the official statement of policy or regulation to all institution presidents.

(2) Issuance of interpretation advices where need for clarification is anticipated or when questions bearing on interpretation are raised by institutions.

(3) Issuance of administrative advices, memoranda, or letters requesting correction of non-compliance practices noted.

(4) Conferences by telephone or in person with the institution president to identify the nature and causes of non-compliance and to seek agreement upon specific remedial steps to be taken within a definite time schedule.

(5) Letter of admonishment from State President to institution president for continued non-compliance, with copy to the chairman of the institution's board of trustees and to the Chairman of the State Board of Education.

(6) Letter from the State president to the institution president directing immediate compliance on the basis of the agreement previously reached in conference, or if no agreement was reached, then on a basis prescribed in the letter of direction. This letter will usually include notice that failure to comply with the directive will result in the State president requesting

authorization from the State Board to withdraw the State salary of the institution president until such time as the institution's board of trustees enforces compliance. Copies of this letter would be sent to each member of the institution board of trustees and to each member of the institution board of trustees and to each member of the State Board of Education.

(7) Letter of notice to each member of the institution's board of trustees and to each member of the State Board of Education that the State president intends to recommend to the State Board of Education that all State fund support be withheld or withdrawn from the institution as of the end of the current school year due to a persistent refusal or inability of officials of the institution to maintain prescribed standards of administration or instruction.

(8) Recommendation to the State Board of Education pursuant to notice given in the above letter.

(9) Action of the State Board of Education pursuant to G. S. 115A-6(3).

Institutions of the Community College System are authorized to contract with other educational institutions and agencies, both public and private, for the delivery of instructional services to the institutions of the Community College System. All such contracts are subject to review and approval by State level authority to assure compliance with State and federal laws and regulations, including laws and regulations proscribing discrimination based on race, sex, national or ethnic origin, or other irrelevant criteria. The governing boards of institutions have discretionary authority to contract with other public institutions with respect to exchanges of individual staff members.

3. Compensation

a. The University of North Carolina

The authority to establish the salaries of all senior academic and administrative officers of The University of North Carolina is vested by statute in the Board of Governors. These officers include the President, the vice presidents, associate and assistant vice presidents, and other senior staff in the Office of the President; and the chancellors, vice chancellors, associate and assistant vice chancellors, provosts, deans, and other senior staff of the constituent institutions.

The Board of Governors itself initiates action in setting the salary of the President of The University. The chancellor of each constituent institution, after consultation with the board of trustees, submits to the President recommended salary actions for the senior academic and administrative officers at his campus. The President then makes recommendations to the Board of Governors. Recommended salaries for the chancellors and for the senior staff in his office are made by the President to the Board of Governors. There is customarily an annual salary review.

By statute, the Board of Governors must also approve the salaries of tenured faculty members of all the constituent institutions. Additionally, the Board has the responsibility to establish general salary policies and guidelines for all the campuses of The University. All faculty salaries, including those of tenured faculty, are set on the initial recommendation of the head of the department or school in which the individual faculty member serves. These recommendations are reviewed by the dean of the school, by the chief academic officer (the provost or the vice chancellor for academic affairs), and then are approved by the chancellor prior to submission, as necessary, to the board of trustees and to the President and Board of Governors.

The system is one which has long recognized that in initial salary setting and in subsequent adjustments, a large measure of discretion must be allowed the head of each department or school. This permits the individual making the initial salary recommendation, and those acting upon it at higher administrative levels, to take action on the basis of such criteria as: (1) qualifications of the individual, (2) professional services and accomplishments of the individual, (3) service to the institution, and (4) differences in market conditions from one discipline to another. It is not sufficient simply to evaluate a few factors, such as highest degree held or rank or length of service, and fix salaries with reference to those factors alone.

The objective is that people be paid in accordance with worth and merit, and one result of the application of these criteria is that there are variations in salary from person to person in the same department; another is variations in mean (or average) salaries from one department to another (mainly reflecting academic market considerations) that often exceed the variations in mean salaries from one institution to another.

In addition to variations in salaries paid to individuals (hence, in mean salaries of the people at any particular rank from department to department), variation in mean salaries from one category of institutions to another will be found. This reflects the differing functions of the four categories of institutions within The University--the doctoral level institutions, the five-year institutions, the four-year institutions, and the School of the Arts (which constitutes a unique category by reason of its mixed roles as a secondary-collegiate institution and as a school of the performing arts) and the consequent differences in the kinds--and cost--of academic personnel they require. In general, faculty members are appointed in contemplation of their present or potential capacity to perform at the highest and most demanding level of instruction the institution offers in their field. Thus their salaries generally are keyed to the highest degree offerings within the institution, irrespective of the way the individual faculty member currently spends most of his time.

In an effort to determine whether there is any disparity in average salaries of faculty members within categories of institutions that are traceable to racial considerations, analyses have been made of those salaries, grouping faculty members according to institution, race, rank, and highest earned degree. Relying on those factors alone is admittedly to overlook many factors such as length of service, quality of professional performance, and special services performed for the institution (for example, departmental chairmanships) that have a bearing on salaries; therefore reliance on these factors alone has shortcomings. Yet one fact that it reveals is significant: With few exceptions, where the numbers are sufficient to support a comparison, the average salary paid a black faculty member is higher, and sometimes substantially higher, than that paid a white faculty member with the same rank and highest earned degree in the same institution, and this holds true both for predominantly white and for predominantly black institutions. From this we conclude that there is now no invidious discrimination practiced by The University against black members of the faculty in any of the constituent institutions as respects salary. (See Appendix 48.)

The majority of the employees of The University are covered by the State Personnel Act, which means that their compensation and other terms of employment (workweek, vacation leave, sick leave, etc.) are set on a uniform statewide basis, applicable to educational institutions and administrative agencies alike, and are applicable alike to all races. No racially-related discrimination in the operation of that system has come to our attention.

b. The Community College System

Since each institution is a corporate instrumentality of county government, all employees are local employees, regardless of the source from which funds are derived to pay their salaries and other employment benefits. The State is committed to making allocations from State appropriations to provide the number of faculty and staff needed to furnish administrative services and instructional services at a minimum level of adequacy at each institution. State allotments are made in terms of position units.

With the exception of institution presidents, exactly the same monetary value is allocated for each State-allotted position unit of the same personnel category. Curriculum teachers comprise one category. Extension teachers, most of whom are part-time teachers, represent a second category, the units of which are valued at half the value of a curriculum teacher unit. Institutional deans and directors are in a third category. A fourth category of position units includes other administrators, counselors, registrars, librarians, learning laboratory coordinators, accountants, and bookkeepers. A fifth category includes clerical personnel. The State fund allocation per position unit is identical within each of these categories, regardless of the number of position units allotted and regardless of the institution to which the allotment of position units is made. The value is different, however, for different categories.

The State allotment to pay the president of each institution and the State allotment to pay the area coordinator assigned at any institution are made for each position in a specific amount determined by criteria set forth on a traditional, fixed-type salary schedule which can be administered automatically. The specific salary of each individual employed in all other categories is determined by the local institution subject to the approval of its board of trustees, within the funds made available and within a clearly defined range of discretion prescribed by State regulation.

The board of trustees of each institution is authorized to supplement salaries of faculty and staff paid basically from State allocations, to the extent that such supplemental pay is made available by local government funds. Likewise, the board of trustees may use funds of local origin to supplement the number of positions maintained by the institution in any category of service other than presidents.

Funding support for institution positions other than in the areas of administrative services and instructional services is the responsibility of local government. The State may provide supplemental funding to support employee positions in these other areas but has shown very little disposition to make such supplemental support available.

Insofar as compensation of institution employees is provided and subjected to control of State level authority, the information in the paragraphs immediately preceding has given a summary description. That description shows that State funds and State-controllable federal funds made available for allocation to institutions for operating purposes are distributed to every institution on the basis of formulas designed to be equitable and free of any invidious discrimination. The basis for allotment of the number of state-allotted teaching positions is institutional size, in terms of the number of full-time equivalent students. A full-time-equivalent student represents 704 contact hours with the teacher in classroom, lab, or shop during a 12-month period, without regard to the particular program or course being taught.

For the purpose of State allocation of non-teaching staff position units, the institutions are assigned by size of enrollment to the appropriate categories, each category representing a range of full-time-equivalent student numbers. A non-teaching employee staffing chart specifies the exact number of non-teaching employee position units which the State will allot in the various personnel categories to the respective institutions based on the current size category of each institution.

Detailed criteria and procedures for specifically fixing the individual salaries of institution employees vary from institution to institution based upon regulations adopted by the local board within the limits of discretion delegated by the State Board of Education.

According to a study conducted in the fall of 1973, the North Carolina Community College System employs 2,367 full-time curriculum faculty members; 57 presidents; 493 vice presidents, deans and directors; and 367 division or department chairmen. There are, in addition, a number of other institution professional staff members, such as librarians, learning laboratory coordinators, and counselors. The appropriate number of State-supported positions are allotted to each institution on the basis of the published staffing formulas of system-wide applicability adopted by the State Board. State money to support these positions is also allocated from General Assembly appropriations by the State Board on the basis of the funding formulas of system-wide applicability. As has been stated above, State pay of individual institution employees is determined by the institution's board of trustees within broad control limitations established and promulgated by the State Board.

In order for the North Carolina Community College System to compete effectively for scarce categories of trained personnel--including minority and female personnel--pay levels closer approximating those prevailing in the University of North Carolina system, based on comparability of educational qualifications and responsibilities, is necessary. The average monthly salary for full-time curriculum faculty in 1973-74 in the Community College System is $991, of which $938 is funded by the State. At the assistant professor level, the average 1973-74 faculty salary in the University of North Carolina system is now approximately $1,410 per month.

Community College System faculty are not awarded academic rank classifications, and no move in that direction is contemplated. The wide range of academic backgrounds and occupational experience qualifications represented in the Community College System makes meaningful or direct comparisons with University institutions difficult; but it should be noted that highly skilled persons with occupational faculty potential, even though they are without academic degrees, often earn more in business and industry than the Community College System can afford to pay. For this reason, and also because the State Board of Education advocates that occupational faculty members be as competent in their fields of specialization as college transfer faculty members, equality in State salary support levels for all institutions of the Community College System will continue. It is submitted that teaching responsibilities of faculty in the Community College System are reasonably comparable to responsibilities of public university faculty at the assistant professor level. Similar comparability in salaries paid administrative staff personnel of the Department of Community Colleges and of the institutions is also necessary.

4. Other Benefits

a. The University of North Carolina

With respect to other benefits available to members of the faculty of the constituent institutions of The University, there is no distinction drawn on the basis of race. Such matters as the retirement age and the calculation of retirement benefits are determined by the State according to schemes applicable to all State employees, regardless of the agency or institution to which they are attached, and take no account of race. The same is true of a program of hospitalization and salary continuation benefits financed by the State: availability is not conditioned in any way on the race of the faculty member or employee. The various employee-financed group plans of insurance available on the campuses to University employees are not racially exclusive in any way.

The University has no sabbatical leave policy or program, so there is no opportunity for it to discriminate in the conferral of that benefit. To the extent that the constituent institutions are able to give faculty members leave assignments for various periods, no racial factor may enter the judgment of those passing on the granting of such leave.

b. The Community College System

(1) Leaves

The State Board of Education prescribes educational leave policy. A number of categories of educational leave are authorized, based on criteria having no relationship to race, sex, or national or ethnic origins. Educational leave is granted to individuals on the basis of applications made to the institution, approved by its president and board of trustees, and subject to approval of the State President of the Community College System or his representatives who review the application to assure compliance with State Board requirements.

All other forms of leave are left to the sound discretion of the institution administration and board of trustees, subject to any limitations imposed by statute and within a general guideline that such locally adopted leave policies and provisions may not receive State funding support for portions of leave granted in excess of leave limits applicable to State employees serving under the State Personnel Act. The latter includes published State regulations adopted by the State Personnel Council and administered for State agencies and State institutions by the State Department of Personnel. Consequently, leave granted by a Community College System institution in excess of such limitations must be supported from funds of local origin.

The respective institutions have adopted local board policies regulating the granting of leave. These policies vary from institution to institution. Local policies appear in the faculty handbook or similar publication of each institution. Discrimination based on race, sex, or national or ethnic origin is not authorized.

(2) Retirement Age Policy

Employees of institutions of the Community College System are required to be members of the North Carolina Teachers and State Employees Retirement System. The retirement age (65) is fixed by law. The board of trustees of the State Retirement System establishes uniform regulations governing other matters related to retirement. These regulations are free of any discrimination based upon race, sex, or national or ethnic origin.

(3) Retirement Benefits

All retirement benefits are established and regulated as noted in the foregoing paragraph.

(4) Insurance and Other Institutionally-Provided Benefits

All employees of the institutions of the Community College System are covered by workmen's compensation insurance under regulations and procedures prescribed by the State Industrial Commission. These regulations and procedures are non-discriminatory as to race, sex, or national or ethnic origin.

Other insurance for employees may be provided for by the board of trustees of the institution and administered under regulations of its local board. Through the State Retirement System, the General Assembly of North Carolina provides contributions to pay a uniform portion of premiums charged to institution employees by approved non-profit corporations providing hospitalization insurance programs.

(5) Employee Group Benefit Plans

Any employee group benefit plans authorized by law may be adopted by the board of trustees of an institution in the exercise of sound discretion; but no such group benefit plan may be supported with State funds unless such support is specifically authorized by law. Discrimination based on race, sex, or national or ethnic origin is not lawful in any event.

5. Development of Current Faculty

a. The University of North Carolina

Efforts to enlarge the pool of available potential faculty members from minority races and to intensify efforts to find and consider such persons for faculty openings must be paralleled by efforts to develop as far as is practicable the talent already available on the faculties of the constituent institutions.

The faculties include significant numbers of people who have not earned the terminal degree normally held by university faculty members in their fields, typically the doctorate. (See Appendix UNC-38.) In many cases, a year or two of sustained work would enable them to complete work on their degrees. Possession of the degree would enhance their value to their present institution and their students and make them more attractive to other institutions within The University. Some of our institutions have participated advantageously in the Title III (Higher Education Act of 1965) program for faculty improvement. In one predominantly black institution, for example, the proportion of the faculty holding the doctorate increased from one-quarter to nearly one-half with the aid of this program since the late 1960's.

A program of faculty improvement grants was funded by the State, beginning in 1967-68, for the benefit of the five predominantly black institutions. The program provides for salary grants to individual faculty members during the academic year, or during the summer, to enable them to pursue advanced study. Faculty improvement funds available to these five institutions since the program was initiated are as follows:

Institution	Faculty Development Funds, 1967-68 to 1973-74
N. C. Agricultural & Technical State University	$ 194,500
North Carolina Central University	107,500
Winston-Salem State University	216,200
Elizabeth City State University	64,000
Fayetteville State University	93,500

These developments are part of a larger program of special appropriations by the North Carolina General Assembly for general up-grading of these institutions. The Board of Governors of The University recommended and the General Assembly of 1974 agreed that these funds be incorporated into the continuing budgets of these institutions, beginning in the fiscal year 1974-75. Therefore these faculty development funds will no longer appear as a separate item in the budget of the Board of Governors or of the individual institutions, but will be an undistinguishable part of their salary budgets for the future.

The President will, in the course of the 1974-75 fiscal year, make a study of the feasibility, need, costs and potential benefits of a program of faculty development grants in which faculty members of all the constituent institutions would be eligible to participate, to enable them to complete requirements for the terminal degree in their fields of study, or to pursue short periods of advanced study for the purpose of increasing their competence as teachers and scholars.

The program of faculty up-grading here projected will not be limited in its availability to faculty members in predominantly black institutions, or to persons of a particular race. On the other hand, we do not envision a program that would enable every faculty member who lacks a doctorate to earn one at the State's expense. A careful selection should be made by the chancellors of those members of the faculties of their institutions who offer the greatest promise of substantially improved service to the institution, as the basis for the distribution of the benefits of such a program. The constituent institutions have never assumed general responsibility, nor should they now assume such responsibility, for providing advanced training and education for their faculty members. To force them to adopt such a policy would have, among other consequences, the immediate effect of strongly discouraging their employment of people who do not already have the terminal degree in their particular field and this would tend to disserve the objective of substantially increased proportions of black members of the faculties of the 11 predominantly white institutions.

Responsibility:	The President of The University.
Timing:	1974-75.
Special cost:	None for the study. Implementation would be very expensive.
Effect:	By improving the professional preparation of faculty members, their effectiveness as teachers and their employability should be increased.

b. The Community College System

Regulations of the State Board of Education provide a number of categories of educational leave with pay for teachers and staff members meeting criteria prescribed by the State Board of Education. These criteria are free of factors related to race, sex, or national origin of the applicant.

The State Board of Education provides special grants to a number of the State University institutions in consideration of their conducting graduate level education and training programs for administrators or for teachers of occupations without regard to race, sex, or national or ethnic origin. The State Board of Education also provides a limited number of stipends at a uniform rate to students enrolled as interns in a doctoral degree program for administrators taught at North Carolina State University. These are awarded without regard to race, sex, or other irrelevant factors. Other efforts and programs for faculty and staff development have been mentioned previously in the above paragraphs.

Included in the Appendix are system-wide summary tables for Spring quarter 1973 showing the numbers of employees by institution, by race, and by sex in each of the following personnel categories: administrative staff, support staff, full-time curriculum instructors, part-time curriculum instructors, extension instructors, and total staff. More extensive data are not presently available but will be regularly collected in the future. A preliminary draft copy of the forms designed for collecting this data in the fall quarter of each year (and more often if deemed desirable) is submitted in the Appendix.

Examination of the limited data available indicates the following facts with regard to racial distribution:

(1) The 57 institutions in April of 1973 employed a total faculty and staff of 11,189 personnel. Of this total, 84.8% were white, 13.9% were black, 0.6% were American Indian, 0.1% were Oriental, and 0.3% had Spanish surnames.

(2) The number and percentage of non-white employees appear to be heavily concentrated in part-time employment positions with a disproportionately small number and percentage of non-whites employed in full-time positions.

(3) Data directly reflecting pay comparisons with race and sex breakdowns are not presently available but will be subsequently collected and routinely reported by race, sex, and position categories. From inspection of the limited report mentioned above, it appears that disproportionately low numbers of non-whites are employed in the higher salaried employment categories. All of the 57 institution presidents are white. All of the institution deans are white, but one institution has an American Indian as a vice president. A number of other comparatively high-paid categories are staffed disproportionately by whites.

The factors which contribute to minority underrepresentation will receive close and conscientious attention, in order that appropriate corrective measures can be developed and implemented by institutional and State level administrative procedures and actions--including, to the extent found necessary, such State-level procedures and actions as those previously inserted and exemplified on pages 180-81.

Periodic reviews will be made of the efforts, procedures, and practices used by the individual institutions in the recruitment of personnel to fill staff positions at all levels. The respective institutions will be expected to retain a file of all applications showing the race and sex of the applicants thereon together with other documents--such as advertisements, letters of recommendation, etc.--having relevance to the consideration and selection of an individual to fill each position. Where letters or circulars have been sent to training institutions for display on bulletin boards or to solicit nominees from officials, copies of these documents will also be included in the file. Documentation of in-service training opportunities offered institution employees will be maintained by race and sex showing acceptance or rejection of each opportunity by the employee and the disposition of the requests made by employees for in-service training or for educational leave.

Institutions will be encouraged to develop affirmative action plans based on a model which is being developed by a committee of the institution Presidents' Association with assistance from staff members of the Department of Community Colleges.

As of July 1, 1974, the State President shall establish in the Department of Community Colleges an applicant pool in which will be maintained a register of persons who file with the Department directly or through an institution an application or letter of information stating an interest in being considered as an applicant for employment in the Department of Community Colleges or in an institution or institutions of the Community College System. At the applicant's request or subject to the applicant's written authorization, information filed with the Department by the applicant will be referred to institutions of the Community College System that are designated by the applicant. The Department of Community Colleges will maintain a register and descriptive information of full-time employment opportunities in the Department and also of institutional employment opportunities voluntarily registered with the Department by the respective institutions and shall give applicants free access to the register and descriptive information of such employment opportunities. The selection of personnel for employment in the institutions is not a lawful function of the State level.

The suggestion that all institutions be required to submit all curricula vitae and employment applications they receive to the central applicant pool is not accepted. The load of paperwork in assembling the files and keeping them updated would be far out of proportion to any possible advantage. Furthermore, that procedure would appear to involve a practice of imperious disregard for the wishes of applicants relative to the limited or unlimited distribution of their curricula vitae.

State-level coordination and responsibility for the successful implementation of affirmative action plans and other commitments shall be responsibly pursued by employing familiar persuasive, monitory, regulatory, and administrative procedures including such as the administrative actions described above and those heretofore exemplified on pages 180-81.

D. Institutional Resources

1. The University of North Carolina

a. General

One assumption with respect to the dual system of senior higher educational institutions formerly required by law is that those maintained for blacks were--and may still be--treated less well in the allocation of resources by the State than those institutions maintained for whites. One of the statements in the November 10, 1973, letter from HEW reflects that assumption:

> The objective in this area /resources/ is to assure that resources provided by the State to predominantly black institutions are comparable to those provided at all other State institutions of similar size, level, and specialization. These resources include; (1) the number and quality of facilities; (2) the level of per capita expenditures by the institutions; . . . /and other factors treated elsewhere in this State Plan/. Your plan must describe how the educational programs offered at historically black institutions and those offered at all other similar State institutions will be made comparable in quality, or it must show that resource comparability has been achieved.

In an effort to evaluate the existence and extent of racially-related resource disparities among institutions, we have analyzed appropriations patterns over the last few years, instructional space, and library holdings for each of the 16 constituent institutions of The University, categorized according to level and specialization.

Two factors should be noted here for the benefit of those not familiar with higher education financing in North Carolina in recent years. First, the proposed budget for 1974-75 is the first that has been composed throughout for the 16-campus University. Until 1971, the six campuses of The University of North Carolina made a joint budget presentation through the President to the Governor and Advisory Budget Commission (who formulate the recommended State budget) and the General Assembly (though each of the six campuses was treated as a distinct entity for budget purposes). Each of the other ten then independent institutions made a direct and independent presentation of its own budget appropriation requests to the Governor and Advisory Budget Commission and the General Assembly. The budget for 1973-74 was transitional; the institutional requests had been prepared under the old system prior to the reorganization which took effect in 1972; after reorganization, those requests were combined into a single budget presentation to State authorities on behalf of the entire University. The point is that the Board of Governors bears no responsibility for the budget appropriations decisions affecting higher education prior to 1972.

The second factor to be noted is that during recent years there have been deliberate efforts on the part of the General Assembly, responding to recommendations of the State Board of Higher Education, to provide special funds to the predominantly black institutions to enable them to make up for some of the deficiencies that may have resulted from prior appropriation decisions. The General Assembly voted $1,000,000 in 1967 and $1,300,000 in 1969 for this purpose. In addition, those institutions benefitted quite heavily in proportion to their enrollments from other funds appropriated in 1969 for library improvement, improved administrative staffing, and faculty salary increases. Thus there has been awareness of and an effort to overcome the money needs of the black institutions.

b. Operating Funds

In order to determine whether the current appropriations to the 16 constituent institutions exhibit patterns confirming the hypothesis that racial discrimination affects budget allocations, we have analyzed the State appropriations and also the available budgeted funds from all sources, per full-time equivalent student, for each of the institutions, and have grouped the institutions into the four functional categories that we have used for other analytical purposes. (The four categories are (1) the three institutions granting doctorates, (2) the six institutions--two of them black--granting master's degrees, (3) the six institutions--three of them black--granting only bachelor's degrees, and (4) the School of the Arts.) If the hypothesis that racial prejudice has influenced budget decisions were correct, our analysis should have shown that the black institutions are receiving lower appropriations per student than the white institutions in the same category. Using the appropriation per full-time equivalent student figures published in the State budget documents, we find that the black institutions rank well on per capita appropriations within their respective categories of institutions. Among the entire 16 campuses, even if undifferentiated as to functional category, there is no tendency for the black institutions to be grouped together towards the bottom in per capita appropriations while white institutions consistently get better treatment. (See Appendices UNC-39 and 40.)

An analysis of the 1973-74 budgets of the 16 institutions on the basis of all budgeted fund sources available to them produces results very similar to the foregoing analysis of appropriated funds.

Similar analyses for the fiscal years 1971-72 and 1972-73 produce very similar results. (See Appendices UNC-39 and 40.)

From this study we find that there is no racial discrimination now being exercised against the predominantly black institutions in the allocation of State operating funds.

As a precaution against the possibility of racially discriminatory judgments on budgetary matters in the future, we will instruct the President and his staff and we will bear in mind in making our own fiscal judgments that racial considerations are not to affect decisions made in the preparation and administration of University budgets.

c. Instructional Space

Another aspect of the campuses of The University that might be expected to reflect the result of any racially biased judgments on appropriations over many years is their physical plant. Specifically, do the available space and quality of the instructional buildings on the campuses of the five predominantly black institutions, when compared with the predominantly white institutions in the same category, illustrate more generous treatment of the white than black campuses?

For several years, there has been systematically compiled by our State Commission on Higher Education Facilities a great deal of data on the academic facilities of all of the public and private colleges of the state, including the private junior colleges and the Community College System institutions. Analyses are made of these data for the purpose of assessing the adequacy of physical facilities of the institutions as a basis for decisions on capital funding needs. These analyses provide the most accurate available information in a comparable form for our use in assessing and comparing the academic facilities of the constituent institutions.

Appendix UNC-41 sets forth in detail the results of an examination made of these analyses for our information. The various tests applied ~~and~~ reported in that Appendix are designed to determine the availability of instructional space in relation to the demands placed on it, the intensity of use actually made of that space, and its condition. The results of these tests do not demonstrate a pattern of racially discriminatory judgments against the predominantly black institutions by State budgeting authorities in the provision of academic facilities. Analysis of the new academic facilities now funded and in course of construction shows, moreover, that the black institutions are fairing considerably better than is the average white institution in the number of square feet per student being added to their campuses.

As in the case of operating budgets, we will instruct the President and his staff, and we will bear in mind ourselves, that racial considerations are not to affect decisions made with respect to the capital improvements aspects of University budgets.

During the time that the Board of Governors has exercised legal responsibility for University finances (i.e., since July 1, 1972), no differentials in the cost of state-financed construction or in the quality of physical facilities constructed at predominantly black and predominantly white campuses respectively have been planned, acquiesced in, or approved by the Board which reflect racial considerations or the predominant racial character of any campus. Furthermore, decisions by the Board and its administrative officers will not reflect such improper racial considerations in the future. There have been and undoubtedly there will continue to be measurable differences in the costs and other characteristics of similar physical facilities built at different institutions, differences having no pertinence to the predominant racial characteristics of the campuses of location. Several racially neutral considerations account for such differences. For example, the initial proposal for each campus building originates and is initially developed as to use characteristics, cost estimates, and design features at the campus level. A building proposal typically will reflect the campus judgment as to the relative importance and cost of various construction features and these judgments understandably may vary from one campus to another. The delay often encountered between state authorization for construction and the letting of bids and the consequent intrusion of inflation often has dictated the cutting of some kinds of costs (e.g., square footage cost) in order that a project may be constructed at the desired scale. Thus differences of building times may produce similar projects on different campuses which, quite without respect to the predominant racial characteristic of those campuses, differ materially in square footage cost and other qualitatively-related factors.

For these reasons, the Board of Governors is reluctant to make an unqualified commitment that in no case will new construction at the predominantly black institutions differ in quality from similar construction at the predominantly white institutions, for to do so might as often handicap the black as the white institutions. The Board does reassert its present and future policy to be that facilities at the campuses of all constituent institutions will be of a sufficiently high quality, within the limitation of state resources, to ensure the effective performance of the educational mission of each institution without respect to racial considerations.

d. Libraries

The library is a vital facility on any university campus, for on the extent and quality of its holdings and services depends to a large degree the teaching and research effectiveness of the institution. One of the objects of the 1967 special assistance fund appropriated by the General Assembly was the improvement of libraries in the black institutions. The 1969 appropriation of $4,000,000 to improve academic libraries resulted in an average increase of 72% in the support of the libraries of the five black institutions, compared with 56% for the 16 constituent institutions as a group. There is pending before the General Assembly as a part of the appropriation increase requests for 1974-75 an item of $1,700,000 for correcting deficiencies in basic library collections and moving toward a policy of continuing library support based directly on the level of degree programs offered by each institution and the enrollments in those programs.

In order to determine whether present library holdings reflect racial bias in past or recent judgments about the distribution of funds for libraries, we divided the 1973 library holdings (bound volumes) of each institution by the number of its full-time equivalent students. Granting the limitations of that mode of analysis, its showing is revealing. (See Appendix UNC-42.)

Among the five-year institutions, the two predominantly black institutions have a commanding lead over the four white institutions in the number of volumes per student. Among the six four-year institutions, the three predominantly black institutions rank 2nd, 3rd, and 4th in library holdings per student. Taking all 16 constituent institutions as a whole, without differentiation as to function, the five black institutions rank 3rd, 5th, 6th, 7th, and 10th in library holdings per student.

From these facts we conclude that there is no discrimination being practiced adverse to the predominantly black institutions that is reflected in their library holdings.

e. Plan for Study

While the foregoing measures do not support an assumption that racial discrimination adverse to the black institutions is now being practiced by The University, the state budget authorities, or the General Assembly, we realize that they do not dispose of the basic question: Are there identifiable deficiencies in the quality of the black institutions that are attributable to past influences of racial prejudice in the distribution of State funds to those institutions and are now remediable by money? We realize too that there are other measures, objective and subjective, by which the quality and effectiveness of an institution of higher education can be measured if a full assessment of its strengths and weaknesses is to be made. These include not only the extent of the institution's facilities and library but their quality and fitness for their intended purposes; not only the salary and rank of faculty members and administrators but their ability and performance; not only the numbers of students but their preparedness to cope with the demands of college study. To cite but one factor, we note that a substantially smaller percentage of the faculty members of the predominantly black institutions hold earned doctorates and first professional degrees than is true in the predominantly white institutions in the same category. (See Appendix UNC-38.) What are the causes and what are the qualitative effects of this fact? These and many other like factors must be evaluated before firm judgments can be made as to the overall quality of any of our institutions.

In order to find answers to the basic question posed above and to many related questions, we have determined that a study will be undertaken under the direction of the President for the purpose of (1) identifying the qualitative strengths and deficiencies of the five predominantly black institutions,

(2) determining the factors contributing materially to each of the deficiencies found, (3) determining the cost of remedying each of the deficiencies found that can be remedied wholly or substantially by money, (4) determining the most effective arrangements for the expenditure of the money found to be required, and (5) determining what other actions than the expenditure of money are necessary to remedy the deficiencies not found to be wholly remediable by money. This study should be conducted as a part of or in close conjunction with the long-range plan that is to be developed in the course of this year. Only with the information that such a study will provide us can we be enabled to make response to the HEW request of November 10, 1973, with sufficient particularity and formulate the plans and budget appropriation requests that may be indicated. Upon identification of any such deficiencies, prompt and appropriate remedial action will be undertaken.

We note the request of the Office for Civil Rights in the communication of April 24 that the State Plan "show that the proposed study . . . will demonstrate that, in all respects, resources at those /five/ schools are at least equal to those of their white counterparts, or it must contain a commitment to provide for equalization of such resources at the earliest feasible date but in no event later than the outset of the 1976-77 academic year."

As to some of the factors included in HEW's definition of "resources" it has already been demonstrated that equality for those institutions has been achieved or exceeded. This is true of percapita expenditures of operating funds and library holdings, for example, and it arguably is true of facilities. As to such matters as the quality of programs, services, and staff and the number and quality of degree offerings available, it is the purpose of the intended study to identify and determine the cost and means of remedying deficiencies. If those deficiencies are as great as it is contended by some that they are, it is patently impossible to remedy them by the fall of 1976, which is only two years away. The State budget cycle for 1975-77 is already running and The University must present its budget request for 1975-77 to the State budget authorities about September 1, 1974. The projected study on which estimates of the costs of remedying deficiencies in the five predominantly black schools is to be based cannot be completed until late in the calendar year 1974. The likelihood of success of a substantial supplemental budget request for this purpose filed late in the year or during the 1975 session of the General Assembly is deemed to be small. For these reasons, we do not anticipate being in position to obtain from the General Assembly large amounts of money (if such be needed) to remedy deficiencies in the constituent institutions until the legislative session of 1977. (This statement assumes that the General Assembly will revert to its normal biennial meeting schedule instead of continuing to meet annually.) We hope that some of the activities and improvements to be undertaken in the five predominantly black schools can go forward before substantial sums of money are forthcoming from the General Assembly, but it is obvious that if major changes are to be made by way of augmentation of program offerings or substantial increases in faculty salaries, for example, much money will be required.

Moreover, in the latter two activities in particular -- program additions and faculty improvement -- money alone will not provide the answer. Much more time than the two years contemplated by HEW will be necessary, if the changes to be made are to be thoughtfully and constructively made in such a way as to be enduring and helpful to the students for whose benefit they are to be undertaken. Realism suggests that if true equalization of these institutions can be brought about within a decade, we should consider that a major and speedy accomplishment.

The projected study of the deficiencies of the predominantly black institutions will be carried out under the direction of the President. The immediate responsibility for conducting the study will be that of members of the President's staff, the chancellors of the five institutions involved, and such members of their administrative staffs and faculties as they may see fit to involve, and consultants brought in from outside the affected institutions and in some cases from outside The University of North Carolina to give us the benefit of their advice as to institutional needs. It is anticipated that the reports on this study will be presented to the Board of Governors by the end of the calendar year 1974. It will then be the responsibility of the Board of Governors, acting on the recommendation of the President, to determine what remedial actions will be undertaken to remedy deficiencies that the Board of Governors finds to exist. It is anticipated that the decisions to be made by the Board of Governors on this matter will be made not later than June 30, 1975.

Responsibility:	The President of The University.
Timing:	1974.
Special cost:	None.
Effect:	To determine the actions necessary in order to identify and remedy the qualitative deficiencies of the predominantly black institutions in The University.

2. The Community College System

a. General

Under provisions of North Carolina General Statutes, Chapter 115A (the Community College Act), the State assumes the basic responsibility for providing funding support of institutional operations related to administration, instruction, and equipment (including library resources). The local tax levying authority of the counties is charged with the responsibility for providing funds to support all facets of operation related to maintenance and operation of plant, and all other items not related to administration or instruction. The local tax levying authority also is charged with basic responsibility for capital outlay other than for administrative or instructional equipment.

Federal funds made available under the Vocational Education Act are channeled through the State Board of Education, and are allocated to institutions by the State Board of Education in the same manner as funds appropriated by the State Legislature.

Under various other acts of Congress, federal funds become available to individual institutions by direct grants-in-aid. Such direct grants are categorical.

Private contributions to institutions are treated by the State as local funds.

Except for a few self-supported recreational courses, student tuition and fees collected at each institution are deposited to State funds and become a part of the general allocations made to support the institutions, rather than being returned to the institution where such tuition and fees were collected. The tuition rate for North Carolina resident students enrolled in occupational

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curriculums is $32 per quarter, and the rate for students enrolled in the college transfer curriculum is $42 per quarter. The State Board of Education does not designate other student fees specifically, but limits the total of such fees chargeable to a student not to exceed $28 per school year.

A wide variety of non-curriculum extension courses is taught by the institutions. Some of these are in categories receiving primary support from federal funds. Such courses include adult basic education courses, manpower development training courses, etc. For these no course fee is required. Also, no course fee is required for extension course training offered volunteer firemen or law enforcement officers. No tuition or fees are charged prison inmates enrolled in any courses or curricula in the institutions. With the foregoing exceptions, all non-curriculum extension courses require a course registration fee of $2, except courses which are purely recreational. The latter require charges the proceeds of which are allotted back to the specific institution and which are designed to offset the entire operational costs of recreational instruction.

The institutions are funded by institution rather than by program. Such funding is made on the basis of equitable formulas, the basic element of which is full-time-equivalent students, or an equivalent population factor. The General Assembly appropriates funds for distribution to institutions in three fund categories: (1) funds for operations; (2) funds for equipment, including library books and materials; and (3) funds for capital improvements. The State funds for capital improvements are made available periodically to supplement the basic funding responsibility of the local level and must be matched by equal sums of local funds.

The FTE (full-time-equivalent) student funding model used to distribute State funds for each of the fund categories is weighted differently. Within the equipment and library funding category, two formulas are used: one for equipment and the other for library resource materials including books. As to equipment, technical FTE numbers are given the greatest weight; vocational, the second greatest weight; college transfer, the third greatest weight; and extension the least weight. These weights are indicated on the formula in a specific numerical value. The library funding formula is also related to FTE but reduces sharply after 20,000 volumes have been funded. State funds for capital improvements are allotted on the basis of the full-time equivalent students attending on-campus facilities only.

Priorities among the institutions for purposes of allocating capital improvement funds are determined by space utilization intensity ratings. Furthermore, capital improvement funding is done on a "package" basis inclusive of funds from all sources which are compounded together to constitute a "capital improvement funding package." Copies of the funding formulas will be supplied upon request.

With very few exceptions, the institutions are funded by institution and not on the basis of programs within the particular institution. This funding policy leaves maximum discretion to the particular institution in making decisions concerning choices of programs to be offered, management alternatives, facility priorities on the campus, qualitative alternatives in terms of equipment purchases, construction, etc. To the extent that qualitative consumption costs are allowed to rise in purchasing one equipment configuration, or in equipping one area of space, or in completing one building, the strictures of equitable formula funding will, unless local funds come to the rescue, force the institution to reduce qualitative consumption costs proportionately in another equipment configuration, area equipped, or building project. Decisions are made at the institution with these consequences well in mind and with all the concern of experienced, successful weight-watchers. This funding philosophy places great emphasis upon competency of management at the institution level.

In the early days of this system--from 1963 to 1966 inclusive--attempts were made to fund institutions by program. That attempt quickly produced wide-spread inequities, and generated great dissatisfaction with the funding system. The funding approach positively required that most important decisions be made at the State level. It seriously handicapped coordinated development of the institutions and inhibited institutional responsiveness to the local needs for education and training perceived by public advisory committees drawn from the geographic areas served by the respective institutions.

In the budgeting process, State fund appropriations are certified to the State Board of Education in the three funding categories already mentioned: (1) operations; (2) equipment, including library resources; and (3) capital improvements. The State Board formula for distributing state funds to institutions for operations involves the use of a line item budget format. The formula provides funding allotments to be placed in the various line items supported by the State. The formula is applied equally and equitably to every institution in the System. The institutions are given routinely by the State level approval of requests to transfer funds between line items. These transfers are made in accordance with standing regulations and with some specific restrictions. In general, transfers made from a line item higher on the budget format to a line item lower on the budget format require less formal justification to be sent to the State level. Transfers in the opposite direction generally require more extensive justification for state level approval, and transfers upward from the lower (extension instruction) part of the budget format to line items at a higher level require approval of the State Board itself.

Spaces are provided on the same budget format for the institution to fill in on proper line items the funds allocated from local sources. It should be noted that whatever amount the state level gives in basic support to the institution budget, the local government may supplement, and vice versa. Local fund contributions for supplemental purposes are segregated on the budget format from local funds required to meet basic statutory responsibility. Budgeting is done on a fiscal year basis. The fiscal year begins July 1 and ends June 30.

State appropriations for equipment--including library resource materials--and for capital improvement supplementation are non-reverting appropriations. This means that their year-end balances do not revert to the State general fund at the end of the fiscal year. The equipment appropriation is in a single sum appropriated to the State Board of Education. Each institution is budgeted its equitable share by formula to establish an account against which the institution draws requisitions for institutional equipment. The Department of Community Colleges maintains equipment standards in terms of quantity of items deemed needed to equip particular courses, programs, or areas. A catalog of appropriate equipment items is maintained at the State level and a copy is kept at each institution, providing alternate choices in quality of equipment within a range from the lowest appropriate quality to the highest permissible quality. This catalog is developed in consultation with institutional personnel experienced in the use of the particular items of equipment and with the object of preventing the purchase of equipment that is either of excessive quality or capacity or of such low quality as to be ineffective and inappropriate. With the exception of library books and materials, equipment purchases are processed through the equipment management section of the Department of Community Colleges on requisitions from the institutions and are then further processed through the Division of Purchase and Contract of the State Department of Administration, an entirely separate agency from the State Board of Education and Department of Community Colleges.

Capital improvement funds are distributed equitably by the State Board, also on a formula basis. Capital improvement projects are also processed through the Division of Property Control, State Department of Administration, after being approved at the Department of Community Colleges.

b. Current Patterns of Financial Support

Accumulated inequities resulting from early attempts to fund institutions program by program were compensated for and largely erased in the years following the adoption of the equitable formulas at the beginning of fiscal year 1967-68. Since that time, the pattern of financial support has been uniform with respect to State funding allocations. Nevertheless, per capita expenditures at the respective institutions have not been uniform. Among the reasons is the fact that some institutions receive more supplemental funds from local sources than do other institutions. Also, budget savings vary from institution to institution. These savings are reverted at the end of the fiscal year to the State general fund.

During the course of the fiscal year, institutions may release funds found to be unneeded, and the State Board of Education may reallocate on the formula such funds to institutions having needs in excess of projections used in making up the original operating budget of the particular institution.

As to equipment funds and capital improvement funds allocated on formulas from the State level, institutions are permitted with approval of the State Board to make loans of such funds to each other.

c. Assurances with Respect to Allocation Decisions

The allocation formulas under which State funds and State controllable funds are allotted to the institutions are believed to be fair, equitable, and certainly to involve no racial discrimination or bias. These formulas are regarded as living documents and are adjusted from time to time as information or conditions may change affecting equitability. Assurance can be given, however, that any changes made in the future will be made applicable to each institution in the same manner and without reference to the racial composition of the student body or the staff. This has been the case since 1966.

d. Facilities and Services

With the exception of office space for personnel in the Department of Community Colleges and for members of the State Board of Education, facilities of the North Carolina Community College System are owned, leased, or rented by the boards of trustees of local community colleges and technical institutes. Institutions operate and maintain their facilities with local funds.

On the other hand, movable equipment purchased with state money is owned by the State Board of Education and in effect loaned for an indefinite period to individual institutions. This is also true for library books and related media. The rationale for state ownership of equipment is that the necessity for its use is strongly dependent on educational courses and programs offered. If one institution discontinues a program and another initiates or expands a similar program, then Department officials can arrange for the interinstitutional transfer of equipment and books which are needed in that program. Each institution may also buy books and equipment with local funds, in which case the institution retains ownership.

State, and in some cases federal, funds for both facilities and equipment are budgeted according to uniform formulas for all institutions and hence are not subject to racial discrimination.

Services include services provided by the Department of Community Colleges to institutions (largely consultative in nature), as well as services provided by the institutions to students and community residents.

In general, facilities are crowded. Many are inadequate in design or structure for instruction and related purposes. This condition is now improving rapidly because of substantial legislative appropriations for the 1973-74 fiscal year, and additional significant appropriations are also expected. It is anticipated that forthcoming General Assembly appropriations of $10 million or more in fiscal 1974-75 will help to level out the heretofore uneven development of facilities, and thereby provide more room for curriculum students.

Throughout the Community College System, institutions are rapidly adopting a learning resource center concept which contemplates a greater integration of books and other media with instruction than has traditionally been the case. Some institutions have excellent collections, but many libraries are not yet adequate to meet the needs of students. This situation is also improving as the system matures.

The large geographical area of North Carolina, in conjunction with a number of sparsely populated counties and correspondingly small institutions, necessitates the provision of many services to institutions by the Department of Community Colleges. This is so because small institutions cannot afford to pay large numbers of highly specialized personnel for carrying out planning, consultative, and record-keeping functions. Conversely, the policies and practices of the State Board of Education and the Department of Community Colleges are based upon the assumption that as many functions should be fulfilled and as many decisions made at the local level as is consistent with sound educational and fiscal management.

(1) Buildings

For the reason described above, and also partly because the open-door philosophy of the North Carolina Community College System has resulted in considerable night enrollment, the amount of academic space per equated (FTE) student is lower in community colleges and technical institutes than for any other post-secondary education sector in North Carolina. State construction funds are allocated to each community college and technical institute by a formula based upon present and potential numbers of students, without regard to race. Institutions are encouraged to hold classes from 8:00 a.m. to 10:00 p.m., and the funding formula contains a financial incentive to do so. The table on the following page shows the average amount of academic space per student at different types of post-secondary institutions in North Carolina.

Assignable Square Feet of Academic Space per FTE Student in North Carolina Post-secondary Institutions Fall, 1972

Institutional Sector	Public	Private
Doctorate-granting Institutions	125	158
5-Year Institutions	88	-
4-Year Institutions	105	126
2-Year Institutions	83	120

The U. S. Office of Education uses 100 assignable square feet per FTE student as a planning factor, as contrasted with the 83 square feet per FTE for the North Carolina Community College System.

These data can be translated into terms of square feet per student hour of instruction, technically expressed as capacity/enrollment (C/E) ratio. This is the number of assignable square feet of instructional and library space for each institution, divided by the number of student clock hours taught each week. The C/E ratio is used by USOE as an important factor in evaluating funding requests for equipment and buildings. A C/E ratio between 3.00 and 4.00 is considered desirable. Too low a C/E ratio suggests overcrowding and too high a ratio implies uneconomic use of facilities.

The Appendix contains tables showing the C/E ratios of North Carolina community colleges and technical institutes. They indicate an average C/E ratio of 2.84 (less than desirable), but a range among institutions from 1.82 to 5.49. There is no discernible racial pattern in regard to differences among the institutions. To our knowledge, there has never been a racial incident involving students and facilities of the North Carolina Community College System.

(2) Libraries and Learning Resources Centers

The North Carolina community college and technical institute libraries are no longer just depositories and lenders of books, but have now become centers for all educational media needs. This "learning resource center concept" provides greater integration of media with instruction.

The recently published Guidelines For Two-Year College Learning Resources Programs announces that "Learning Resources . . . includes library, audiovisual and telecommunications and encompasses instructional development functions and instructional system components."

All fifty-seven institutions have traditional library and audiovisual services. Every institution also has a learning laboratory, although it may not be administratively part of the learning resources center. Several institutions also operate satellite libraries and learning laboratories off their main campuses in order to serve neighboring communities.

Other data compiled from the 41 institutional responses to a Department of Community Colleges fall, 1973, survey reveal holdings of 655,809 volumes of print material, 42,600 microforms and approximately 148,203 items of audiovisual materials. Projections to include the remaining sixteen institutions indicate total holdings of approximately 912,000 book volumes, 60,000 microforms, and 206,000 items of other types of audiovisual materials.

To house and administer the new learning resources center concept effectively, many schools have remodeled old library facilities or have built new ones. Forty-one of the centers are less than ten years old, and about half of those were constructed in the last five years. The remaining institutions are planning new learning resources center facilities for the near future.

E. Programs

1. The University of North Carolina

a. Present Institutional Roles

The University of North Carolina is a legislatively-ordained aggregation of 16 institutions that has been in existence less than two years. Six of these institutions were campuses of The University of North Carolina prior to 1972; all six existed at least as bachelor's degree granting institutions prior to their inclusion in the consolidated University in 1931, 1965, or 1969 and had developed programs while independent; other programs were added after they became parts of The University. Ten of these 16 institutions existed as legally independent entities prior to 1972 and were free to adopt and modify programs almost at will for most of their existences. Since the effectuation of reorganization in 1972, very few new programs have been authorized by the Board of Governors, and none of those authorized required additional resources. Thus the program of The University now is essentially the sum of the inherited programs of the 16 constituent institutions, which were developed in response to the perceived needs of their constituencies or other imperatives and (except for the three, then four, then six institutions constituting The University prior to 1972) with a minimum of consideration of whether those programs duplicated others already in existence.

The perception of the need to eliminate present and avoid future unnecessary duplication of programs was one of the often-stated reasons for the Reorganization Act of 1971. The elimination and avoidance of unnecessary duplication is one of the foremost concerns of the members of the Board of Governors of The University.

The General Administration of The University of North Carolina currently is compiling an inventory of academic programs and other activities of all

16 constituent institutions and preparing from this information a statement of the present functions and activities of each institution, together with data on faculty, students, budget, and other matters.

b. Program Review

The Board of Governors has full authority under the statute creating it to approve the establishment of all new programs or the termination of existing programs. To aid the Board in this task, there are now written procedures for the review, evaluation, and approval at the staff, committee, and Board levels of all proposals for major program change (initiation, modification, and termination) in any of the constituent institutions. These procedures will apply at least during the interim until the approval of a long-range plan for The University. One of the important factors to be considered in evaluating program proposals at every stage will be their impact on the racial composition of the student bodies of the affected institutions. (See Appendix UNC-45.)

c. Long-range Plan

During the course of the next 12 months, a long-range plan for The University will be developed by the General Administration for consideration by the Board of Governors, which is charged with the duty of adopting such a plan for the University. The future roles of all institutions, and especially of the black institutions, will be a central concern of the long-range plan. The racial impact of each element of the plan will be considered.

The study of the roles of the constituent institutions will be undertaken in the same manner as the rest of the long-range plan. The initial responsibility will rest with the chancellors and their staffs to make recommendations and requests to the President and the Board of Governors. When the staff work on this part of the long-range plan is complete (which it is anticipated to be late in 1974), it will be reviewed by the Committee on Educational Planning, Policies, and Programs of the Board of Governors and by the Board itself early in 1975. The duty of adopting the plan and the assignments of functions and roles to the institutions that it will contain is legally that of the Board of Governors. At the time the Board adopts that portion of the plan, it will be deemed to become a part of this state plan and will be so reported to the Office for Civil Rights as a part of The University's next semi-annual report. The President of The University of North Carolina will determine what implementing actions will need to be taken to carry out the function and role assignments made by the Board of Governors to the institutions. This determination will be made consequent upon the adoption of the long-range plan by the Board of Governors early in 1975. Implementation of the plan as adopted by the Board of Governors will be the duty of the President, the chancellors, and such members of their staffs and faculties as they may think it proper to involve.

As a part of the long-range planning process, the racial implications of present and future functional assignments of the 16 constituent institutions of The University will be evaluated. This evaluation will include the possible racial impact of the inherited functional roles of the four categories of public senior institutions. Corrective action will be taken where needed, in keeping with the general objectives of this plan.

d. Program Duplication and Specialization as They Relate to Racial Duality

The five predominantly black constituent institutions were created to provide educational opportunities for people who had no other access to such opportunities under the legally segregated system of education, public and private, that prevailed in North Carolina until the 1950's. Thus those five institutions were created expressly to duplicate programs already in existence in the State -- a duplication that was necessary if those students were to attend public colleges in North Carolina. (It is noted, incidentally, that North Carolina was more active than any other state in creating and maintaining schools for its black citizens; no other state maintains more than three such schools, and most of those which do maintain such schools have only one or two.)

From modest beginnings, often as normal schools, these institutions have grown and diversified, especially since the 1950's and the ending of legally required segregation of the races. Like their 11 white counterparts, the programs of the five black institutions have been elaborated in response to various needs, especially those of their black constituencies.

One of the foremost concerns of the long-range planning effort in which The University is about to engage will be the identification and elimination of instances of unnecessary and costly duplication of programs within The University, taking into account the educational needs of the whole State. This effort must, at the beginning, address the question of what constitutes "unnecessary" duplication. Many of the instances of similar program offerings on two or more campuses -- duplication in a sense -- can be amply justified on the basis of the scale of the need for the program, the geographic spread of the need where the institutions tend to serve regional constituencies, the supporting character of one program in relation to others in the same institution, the role of a program as part of a necessary range of closely related programs, or differences of program emphasis or clientele despite similarity of program title. Once the groundwork is laid, there must be a methodical review of the hundreds of bachelor's programs, scores of master's programs, and dozens of doctoral programs offered by the constituent institutions, and in those instances where similar programs occur on more than one campus, justification must be developed for that condition. One proper consideration for investigation in conducting this analysis will be whether a program duplication is racially motivated or sustained. But even if it should be determined that a duplicating program was established at some time in the past on racial considerations, it may well prove to be the fact that the program nevertheless is now needed to meet current and future levels of need. While we agree that programs whose only sustaining factor is that one is in a black institution and one is in a white institution are not defensible, making that determination should properly be a part of the long-range planning effort now being projected, not an independent exercise.

In those instances where the apparent duplication of existing programs is between two institutions in the same community, special considerations apply and extra scrutiny should be given apparent duplications of program. The only instances of this kind involving two of the constituent institutions of The University are in Greensboro, where the University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University are located, and in Chapel Hill-Durham, where The University of North Carolina at Chapel Hill and North Carolina Central University are located. (We do not agree that Winston-Salem and Greensboro or Fayetteville-Pembroke constitute a single community for the purposes of higher educational planning.) As an aid to the President's staff and the Board of Governors in the preparation of the long-range plan and to inform the Board as to the particulars of program duplications and potentially constructive responses to them, the President has directed the chancellors of the two institutions in Greensboro and the institutions in Chapel Hill and Durham to confer and to file a report with the President not later than September 1, 1974, (1) identifying instances of apparent program duplication between the institutions constituting each pair, (2) justifying program duplications where they can do so, (3) making recommendations for mutual modifications in programs and their staffing (including the possibility of program merger, joint staffing, and differentiated course offerings) that would enhance the minority presence on both campuses, and (4) establishing mechanisms for the continuing promotion and oversight of cooperative activities between the two institutions constituting each pair. We note that significant steps have already been taken toward these objectives by the two institutions in Greensboro by the appointment of joint committees of faculty and administrators to address this subject with respect to programs in home economics, nursing, music, arts and sciences, business and economics, education, and health, physical education and recreation. In addition, a Joint Coordinating Council for Inter-institutional Cooperation has been created by the two Greensboro institutions; it consists of the chairmen of the joint committees noted above and the administrative heads of the graduate programs in the two institutions. These mechanisms will provide the means for constructive resolution of possible duplications of program, under the general oversight of the President.

The Board of Governors is aware that for the purpose of meeting its overall planning responsibilities as well as for the purpose of meeting its specific responsibilities under Title VI, the general question of possible duplication of programs among its institutions on a statewide basis needs careful study. Except for the relatively few students who live at home and commute to one of the constituent institutions, the geographic proximity of institutions is not important in determining the justifiability or lack of justifiability of duplicating programs. The offerings of the institutions must be looked at on a regional or more often a statewide basis. Such a study will be a part of the long-range planning activity which is now getting underway.

In the instances where one of the constituent institutions is located in the same community as a Community College System institution (and especially in Elizabeth City) the President will direct the chancellor of the constituent institution of The University to confer with the president of the community college or technical institute (provided the latter official is similarly instructed by the State President of the Community College System) and file with the two Presidents a report, not later than September 1, 1974, along the same lines as that required in Greensboro. On the basis of the facts found and the recommendations of the President, appropriate remedial action will be taken.

Responsibility:	The President and chancellors of The University.
Timing:	To be completed by early 1975.
Special cost:	None.
Effect:	To enhance minority presences on the campuses through the elimination of instances of program duplication that are sustained by considerations of racial separation only, and the promotion of program modification and other cooperative efforts among and between institutions to the same end.

e. New Curricula

The foregoing comments under subsection d. relate to the duplications of existing programs. This subsection addresses the creation of new curricula.

An established part of the evaluation process applicable to each new curriculum proposed for approval by the Board of Governors is the projection of the racial impact of the adoption of the program on the student body of the institution that would sponsor it. Consistent with necessary considerations of educational quality, institutional mission, and statewide needs, the Board of Governors normally will not approve the establishment of any new academic program unless in its opinion such action would not impede the elimination of the dual system of higher education in North Carolina. Moreover, new programs will be awarded to constituent institutions in a manner which will not have the purpose of perpetuating or creating competition based upon duplication of specialized curricular offerings as between one or more predominantly black institutions and one or more predominantly white institutions.

To prevent the establishment of programs within the constituent institutions of The University that improperly duplicate offerings of the community college institutions and vice versa, procedures are being developed by The University and the Community College System to inform the appropriate people in the other system of potentially duplicative curriculum proposals so that possible problems may be resolved at an early stage.

Responsibility: The President of The University.

Timing: Now in force and continuing.

Special cost: None.

Effect: To avoid the establishment of new curricula in the constituent institutions of The University that would have the effect of impeding the elimination of the dual system of higher education in North Carolina.

f. Inter-institutional Program Cooperation

As is illustrated in Appendix UNC-43, the constituent institutions of The University of North Carolina already have an extensive record of inter-institutional cooperative activities, both among themselves and with private institutions and members of the Community College System. Such cooperative activities are to be encouraged as means of broadening the programs of the cooperating units and in many instances, increasing interracial contact as well. In a supplemental report to be filed by July 1, 1974, we will provide the Department of Health, Education and Welfare with the requested additional information on the racial impacts on both students and faculty deriving from these inter-institutional programs. Such information is often difficult to obtain, for many of the programs are informal, brief, and may not be well documented.

Responsibility: The President of The University.

Timing: By July 1, 1974.

Special cost: None.

Effect: To provide the Department of Health, Education and Welfare with requested information on the racial impact of inter-institutional programs.

2. The Community College System

a. Institutional Roles

The major role of every institution in this System is to provide adults with training in vocational and technical skills and such general education as is needed to enable the students to engage effectively in vocational and technical training and employment.

Special mention should be made of three institutions which are regional in that their administrative and service areas, as well as the areas of their local tax support, include two or more counties which have executed a contract, pursuant to G. S. 115A-37, to form a multi-county institution administrative area. Mayland Technical Institute serves Mitchell, Avery and Yancey Counties; Vance-Granville Technical Institute serves Vance and Granville Counties and Tri-County Technical Institute serves Cherokee, Graham, and Clay Counties. Two institutions receive special funding for unique statewide programs: Wilson Technical Institute receives special State funding support for a heavy equipment operation and repair program and Cape Fear Technical Institute receives special State funding support for a program in marine technology. With the foregoing exceptions, the role statements of all technical institutes are identical, and the role statements of all community colleges differ from these only in the addition of their college transfer programs.

b. Program Change Procedures

A particular program is initiated at an institution usually by request from persons or groups in the service area of the institution. Such requests are followed by the appointment of advisory committee members representative of prospective employers, prospective students, other interested members of the public and other educational institutions having an interest.

Studies and surveys are made. If these indicate a need for the program in the service area of the institution, a specific program proposal is developed and presented to the institution president and his immediate advisors. If the president approves, he will recommend the program to the institution's board of trustees for its consideration and approval. If the board of trustees also approves, the proposal will be forwarded to the Department of Community Colleges for review by appropriate staff members.

Since staff members often have served as consultants to the advisory committee at the institution, their major function will be to present the program for consideration by the president and vice presidents in the Department of Community Colleges. If these senior officers find the program justified and acceptable, the President will recommend the program for approval by the State Board of Education. The State Board regards its function in this respect as being more than perfunctory and may require further study.

The State Board may also direct that other groups in the public be called upon for advice. Once approval of the State Board of Education is obtained, the institution is free to proceed consistent with the program plan as approved by the State Board.

The State policy of funding by institution, rather than by programs within each institution, makes it financially infeasible for the institution to continue offering a program which has met the need in the service area to such an extent that enrollments in the program decline to very low levels. As enrollments in any program decline further and further below optimum level, other programs in the institution must increase enrollment above optimum level to offset the loss. Otherwise, the institution will decline overall in number of full-time-equivalent students and, therefore, be entitled to less support from the State. Consequently, institution authorities find themselves under financial pressure to analyze carefully the quantitative productivity of each program. Field auditors from the State level Controller's office audit institution FTE accounting practices and procedures.

When a program is discontinued at an institution, the equipment formula works in such a way as to exert pressure upon the institution to divest itself of the equipment related to the discontinued program. Title to State-purchased equipment is retained by the State Board of Education. The Department of Community Colleges maintains an inventory of all items of equipment costing $10 or more and provides duplicate inventory cards for the particular institution in which the equipment is placed on a loan basis. Unneeded equipment is promptly reported to the Department of Community Colleges, Equipment Management Section. That office circulates to all institutions memoranda indicating equipment available for transfer. Usually another institution is initiating or expanding a program like the program which has been recently discontinued by another institution, and the supporting equipment is transferred to the institution having a need for it. If no institution in the Community College System is found to need the equipment, it is then offered to units of the public school system. If that system also does not need the equipment, the equipment is transferred to the State Surplus Property Office in the State Department of Administration, where it may be disposed of to other State agencies or sold on bids to the public.

c. Planning Processes

Some description of the planning process has been provided in the foregoing paragraphs as the planning process relates to instructional programs and to equipping institutions. With regard to planning capital improvements at institutions, the Department of Community Colleges maintains a section under the Director of Facility Planning. The Division of Planning and Coordination and the Division of Degrees and Diploma Programs also provide continuing consultative services to the individual institutions on matters involving the relationship of facilities to curriculum planning.

An annual State Plan for Occupational Education is produced each year to fulfill requirements of the Federal Vocational Education Act. This plan is submitted to the U. S. Office of Education for review and acceptance. The U. S. Office of Education has provided guidelines for the preparation of this State Plan.

Long-range and short-range plans for the Community College System were produced about three years ago. Such plans are constantly being updated. The initial long-range and short-range plans for the System were produced by a planning agency under contract. Updating is carried on with broad participation of institution representatives and of the general public. The North Carolina Advisory Council for Vocational Education also contributes to the planning process.

Individual institutions engage in long-range and short-range planning for the respective institutions. While the planning process varies from institution to institution, the process tends to be similar in that broad participation of the interested public is sought and used.

d. Program Duplication and Specialization

Each institution of the Community College System serves a commuting area which is limited only by the willingness of students to commute to the institution over the distance required to reach it from their homes. The range is usually 25 to 30 miles from the institution. The service areas so defined will in some instances overlap the service areas of other nearby community colleges and technical institutes. Each institution is well aware that if it offers programs excessively duplicative of others, it will create financial difficulties arising from low enrollments. Consequently, the institutions monitor one another to avoid such injurious duplication.

In pursuing their major role of occupational training and extension training, there is little duplication of curriculum offerings of institutions of the Community College System with institutions of the University of North Carolina System. Examples of some seeming duplication of courses will be found in the programs for training registered nurses (taught as a technical curriculum in several community colleges and technical institutes) which tend to overlap or duplicate courses taught in bachelor's degree programs in nursing at some university institutions. Likewise, some general education courses taught in relation to training in certain high level technical skills may tend to overlap or duplicate the same or similar courses offered in universities at freshman or sophomore levels. Examples of these occur in mathematics and physical sciences.

Furthermore, some 20 to 25 (currently 18) of the technical institutes have entered into contracts with nearby senior colleges or universities--public or private--including senior institutions predominantly black or predominantly white. Under such a contract the senior institution teaches in the technical institute facilities a number of academic college courses from the curriculum of the senior institution. The students taking these courses are students enrolled at the technical institute, and the technical institute gives credit for the courses in its general education curriculum. The contracting senior institution will ordinarily accept transfer of credits earned in such courses toward satisfying requirements for a bachelor's degree. Since technical institutes teach some general education courses of college grade (_i_. _e_.

mathematics, chemistry, physics, etc.) related to sophisticated skill training programs, the college courses contracted with senior institutions are usually in subject matter fields unrelated to the occupational training programs and, therefore, effect a broadening of educational offerings of the technical institute to its community.

This practice of contracting is intended to reduce public pressure in the service area of the technical institute for making the technical institute a community college. It expands the influence and, hopefully, enhances the attractiveness of the contracting senior institution for students of the technical institute who may desire to continue education after leaving the technical institute. These contracts add to the convenience and minimize the cost for the student of earning credits acceptable at face value to the senior institution. The student pays the tuition and fee rates charged students of the technical institute, and these are significantly lower than those charged by senior institutions.

In the fall of 1973, there were 1,041 full-time students and 7,907 part-time students enrolled in general education curricula in all institutions of the Community College System. It is possible to earn an associate degree in general education at many of the technical institutes and community colleges. Such a degree is generally regarded by the institution as a terminal degree. It often includes a "minor" component of occupational skill-training courses which may be transferred to a senior institution. In 1972-73 term, 370 students in the general education curriculum transferred to senior institutions before completing the associate degree and 94 additional students transferred to a senior institution after earning the associate degree. Obviously, the vast majority of students taking course work in the general education curriculum do not go to senior institutions at the present time, though all have established an option to transfer some academic credit should they decide to do so in the future.

In the fall of 1973, there were 6,201 full-time students and 2,993 part-time students enrolled in the college transfer curricula at the 17 community colleges. During the preceding year, 1,630 students taking the college transfer curricula transferred to a senior institution before completing the associate degree in arts and sciences. An additional 648 students transferred to senior institutions after graduation. Apparently about one-third of all students enrolling in the college transfer program go on to senior institutions. For the other two-thirds of those students, their education at the community college becomes terminal, though their option remains open to transfer to a senior institution later in life if they choose to do so.

Eliminating from community colleges and technical institutes those curricula and courses which duplicate or overlap offerings of a nearby university institution would adversely affect both institutions and would seriously reduce educatio[illegible] opportunity for all racial and ethnic groups in the service area of the institution.

Some of the most fundamental differences include the open-door admissions policy of the Community College System, the limitation to associate degree-level programs, the rotation or migration of many programs from institution to institution periodically, substantial off-campus extension programs, the absence of on-campus housing facilities, and the access to local tax support and to several categories of federal support not available to public universities.

The Community College Act (G. S. 115A-4), referring to the establishment of new institutions of the Community College System by the State Board of Education, states in part:

> In no case, however, shall approval be granted by the Board for the establishment of an institution until it has been demonstrated to the satisfaction of the Board that a genuine educational need exists within a proposed administrative area, that existing public and private post-high school institutions in the area will not meet the need . . . .

And further, in referring to the authority of the State Board of Education to act upon requests made by the board of trustees of any institution to establish an educational program, the statute states:

> . . . it shall be a matter of general policy of the State Board of Education to require that it be demonstrated to the satisfaction of the State Board of Education that the educational and occupational needs the proposed program is designed to meet are not already met by similar educational programs maintaining standards acceptable to the State Board of Education in other public or private schools in the administrative area. . . /of the institution/.

The foregoing statutory provisions have been followed by the State Board of Education since they became State law in 1963. It should be noted, however, that the State Board of Education has had and still has no authority to prohibit public or private institutions from establishing educational programs which overlap or duplicate existing programs offered in the neighboring Community College or technical institute. There are a number of areas in which such overlapping or duplication has been later established by other institution authorities.

The State President will immediately and on a continuing basis encourage the president and appropriate staff members of each technical institute and community college to initiate and maintain institutional liaison and articulation conferences with their counterparts in all senior public institutions and all private institutions within the administrative area and within a 25-mile radius geographically of the Community College System institution. In the event that there is no public senior institution within the administrative area or within 25 miles, the nearest campus of the University of North Carolina system will be regarded as a proper party in interest. The purposes of such conferences will include discussions to assure affirmative action and non-discrimination in regard to race, ethnic group, or sex of students and institution personnel, as well as to promote an exchange of information generally to facilitate student transfer, better curriculum planning, and possible faculty exchanges. Institutional requests for new programs will continue to be required to meet the State policy requirement concerning whether the same or a similar program is available at another institution in the administrative area or within 25 miles.

Furthermore, on and after July 1, 1974, every request for a new curriculum program will be required to bear a certification from the institution's board of trustees relative to the anticipated impact of the proposed program upon the desegregation of public post-secondary institutions in that area of the State, including assurance that the net effect of such program will not impede the further disestablishment of segregation in any public institution. The State President and his representatives will also review the requests and approve the request and the certification before recommending approval to the State Board of Education.

A similar certification procedure will be instituted and required at the same time regarding all requests for facilities construction projects and requests for new institutions.

The most conspicuous instance of a community college being operated very near a university institution is that of the College of the Albemarle (a racially desegregated community college owned and operated by Pasquotank County with major categorical State-aid support) and Elizabeth City State University, historically a segregated institution for black students. Records of this university show that its greatest enrollment growth has taken place since the establishment of the neighboring community college. Not even during the period following World War II when college and universities across the State and nation were crowded with veterans enrolled under the G. I. Bill did Elizabeth City State attain enrollment levels equal to those attained during the ten years following reorganization of the College of the Albemarle as a racially desegregated institution of the Community College System. The extent to which the community college has served as a feeder institution for the neighboring State senior institution needs to be, and can be, documented.

The fact that a desegregated community college is operating in the same community with duplication of first and second year offerings will be advantageous for the implementation of a plan to desegregate Elizabeth City State University. Given a free choice, white students at high school graduation will be far more difficult to recruit for a traditionally black university than the same students will be after they have attended one or two years at the desegregated community college. Their additional maturity and bi-racial association will have marked effect.

The comprehensive offerings of the community college provide students of all races with exposure to and opportunity for more varied career options than the university can provide. Contrary to opinions in some circles of higher education, most high school graduates and nearly all dropouts have not decided upon the choice of a career by the time they leave public school. For those who have not made career decisions, enrollment at a university may be quite hazardous. Failure at the university entails both personal trauma and social stigma. At the comprehensive community college, lack of success in the college transfer curriculum often engenders interest in making a lateral transfer into a vocational or technical curriculum or perhaps into the general education curriculum combining college work and occupational training. Lateral transfers from occupational curricula to college transfer also occur, especially where a good student wishes to learn a job skill to finance university education.

The community college institution has a highly effective counseling and guidance program. This is due in considerable part to the fact that the institution has a wider range of options available to the student. Most of these are demonstrably perceptible to the student and are both short-term and incremental in the acquisition of skills taught.

The teachers and staffs of institutions of the Community College System are specially trained to help the low-achiever and underachiever to acquire more effective learning methods. They also have developed much versatility and resourcefulness in the employment of teaching methods. The Community College System provides a continuing series of inservice training programs for its teachers, and some of the larger institutions have attained a capacity for innovative research and development of instructional materials, equipment, and teaching methods. The entire focus is upon teaching students. University faculties have heavy responsibilities in research, publication, etc., in addition to teaching.

The institution charges of attending the institution of the Community College System is much less than that of attending the typical university even if the student commutes daily to the institution in either case. (In either case the cost of commuting may be substantial.) Tuition at the North Carolina resident rate is $42 per quarter in the college transfer curriculum and $32 per quarter in other curriculums throughout the Community College System. Other student fees and charges vary from institution to institution but are limited by the State Board not to exceed $28 per year. (Inter-collegiate athletic programs are rarely found in Community College System institutions.)

Student recruiting in the community is very effective throughout the Community College System for several reasons. First, the institution is interested in recruiting a far wider range of ability levels--from illiterates to college level, from unskilled to the highly skilled who desire further upgrading of training or education. Second, practically all of its students are from homes and families in the commuting area and therefore serve as contacts with others in the area who may need what the institution can provide. Third, the employers of the community receive all or the major portion of the output of the institution and assume a voluntary role in recruitment effort. Fourth, the institution's programs are largely selected to meet the needs found to exist among the population of the commuting area and are therefore more highly "saleable" to prospective students than are the relatively traditional curricula of a university. The typical university probably needs a much larger "service area population" than the typical institution of the Community College System. The university will accept from the same geographic area fewer students than a community college or a technical institute. Where both types of institutions exist in the same community, the university recruits locally at an increased rate because of the feeder influence of the more comprehensive and locally oriented community college or technical institute.

Existence of the Community College System institution as a system of separate, county-owned institutions increases the interest and involvement of the community in the whole area of higher education. The county government does not support the university with local tax funds. It does provide substantial local tax support to the community college or technical institute.

Finally, the College of the Albemarle and a number of other Community College System institutions have operated institution bus routes from local funds to provide transportation for students needing to commute from the service area to the institution but who are unnable to provide their own transportation. The College of the Albemarle serves seven small counties.

e. Interinstitutional Cooperation

In preceding paragraphs numerous instances of interinstitutional cooperation have been stated or implied, both as to institutions within the Community College System and as to other public and private institutions. It is, nevertheless, appropriate to emphasize at this point that an excellent spirit of cooperation exists between most, if not all, of the institutions of the Community College System and the institutions of the University of North Carolina nearest to them.

Among the senior institutions conducting contract and instructional programs in technical institutes are University institutions predominantly black as well as institutions predominantly white. Inservice training programs for faculty and staff of community colleges and technical institutes have been provided by a relatively few institutions of The University. North Carolina State University at Raleigh has been the most active in this area of cooperation because of its strong orientation to technical and other occupational training and because of its strong graduate school programs which have relevance to occupational education. In the early years after the establishment of the Community College System in 1963, North Carolina State University was the only institution of those now in The University which actively sought to provide major assistance to institutions of the Community College System. Since 1966, an increasing number of other institutions of The University have become active in establishing cooperative relationships with neighboring institutions of the Community College System. It is anticipated that these activities will increase and diversify in the future.

f. Quality of Programs, Services, and Staff

Approximately 30 institutions have received State Board of Education accreditation based upon the State Plan and State task force evaluations of philosophy and purpose, educational programs, learning resources centers, student personnel services, physical facilities, organization and administration, and financial management and resources. State Board accreditation is based upon the annually-revised State Plan for Vocational Education and upon a published manual entitled Evaluative Standards and Criteria authorized by the State Board of Education in 1969, copies of which are submitted as a separate document. (The State Plan for Vocational Education is always submitted to HEW/Vocational Education Division for approval.)

Furthermore, 38 institutions have received accreditation by the Southern Association of Colleges and Universities.

g. Number and Quality of Degree Offerings Available

The Community College System in the fall of 1973 offered 63 vocational and 108 technical curriculum programs, plus a college transfer curriculum program (in community colleges only), a general education curriculum program, and various adult and occupational non-curriculum extension programs.

Planning and evaluation efforts are now underway in nearly all of the 57 institutions, with consultative and computer processing assistance provided by the Department of Community Colleges.

Although this project will not measure quality of educational programs against standard criteria, it will provide quantitative and qualitative information concerning student aspirations, area employment projections, and follow-up on student placement and beginning salaries.

The initial phase of this project is scheduled for completion in December of 1974. The project is presently funded with a federal grant which is scheduled to expire on June 30, 1974.

h. Number of Library Holdings

Library holdings of each institution of the Community College System are indicated by a statistical table in the Appendix.

F. Anticipated Impacts of Implementation of the State Plan

1. General

The letter of November 10, 1973 from the Department of Health, Education and Welfare to Governor Holshouser includes the following instruction at page 2:

> The expected impact on desegregation anticipated to result from any action in the plan must be expressed in numerical terms, particularly with regard to faculty employment and student enrollment.

The emphasis implied by this language is not consonant with our more comprehensive statement of objectives embodied in this State Plan. Neither the exclusive nor the primary intent of this program is the mere realization of changes in the racial composition of faculties and student bodies at constituent institutions. Rather, this State Plan is designed to address three principal deficiencies within the existing total public program of post-secondary education which are attributable, with varying degrees of correlation, to the existence formerly of a de jure segregated system of education. Those objectives, again, are achievement of a higher participation rate by eligible students in public post-secondary education, with special emphasis on correcting the low rate of attendance by blacks; improvement of the educational experiences available to all students, with assurance that both black and white students realize equality of opportunity for quality exposures and involvements; and, finally, increasing and enhancing the opportunities for multi-racial experiences within the post-secondary education context. The three objectives undeniably are interrelated and, in some respects, coextensive: the achievement of progress in one area is expected in many cases to impact favorably on one or both of the remaining two objectives which have been identified. Thus it is acknowledged that increased "integration" of faculties and student bodies is one pervasive objective which constitutes both an appropriate end in itself as well as a means to several other ends. However, we do not propose to measure success under the State Plan by exclusive reference to percentages or rates of "integration" at the faculty and student levels. On the contrary, we anticipate and will work for successful realization of all three objectives. All three objectives will be the subject of progress reports prepared on a regular and periodic basis.

It is within the context of this necessary qualification that we undertake a projection of changes in the racial composition of student bodies and faculties expected as a consequence of conscientious implementation of the State Plan.

The program herewith undertaken constitutes "social engineering" of a most pervasive and difficult nature. Within a context of voluntarism, and using the techniques of persuasion and inducement on a large, eclectic, and independent body of citizens, we hope to effect changes in social attitudes which transcend, as to both cause and effect, the sphere of our immediate influence. It is an ambitious undertaking. We believe that substantial success can and will be realized. It is exceedingly difficult, however, to predict the rate or extent of success in advance. The difficulty is a reflection of the fact that this is largely an unscientific program, and so the "scientific" numerical quantification of the anticipated consequences of the program is most elusive. There are no reliable bases for predication with reference to many aspects of this State Plan. The assumptions about cause and effect which are articulated throughout the plan are not amenable, in most instances, to preliminary verification. There is reasonable basis for speculation, but only experience will permit justifiable conclusions about the probable materiality of any particular initiative or the scope of any consequences of the total program. Whether styled "projections" or "quotas" or "goals", the figures which we will supply are the product, at best, of intelligent speculation which has not purported to and indeed cannot take account of all conceivable variables.

2. The University of North Carolina

a. Changes in the Racial Composition of Faculties

The projections concerning increasing the presence of blacks in the faculties of predominantly white institutions are set forth in the body of the State Plan at Section III C. These figures reflect a commitment of maximum good faith effort within the context of the requirements of Executive Order 11246, as amended. In addition, that section prescribes other initiatives, including exchange and visitation programs, which are designed to effect further changes in black faculty presences at predominantly white institutions as well as changes in white faculty presences at predominantly black institutions; because the latter efforts concerning non-traditional employment relationships are keyed to and depend on additional studies and inquiries within prescribed time periods, no projections concerning their numerical consequences are possible before the completion of the prescribed inquiries. Further, the commitment to investigate the need for and methods of achieving generally an enhanced white presence at predominantly black institutions, analogous to that already undertaken under the Executive Order by the predominantly white institutions, has been made in Section III C. The completion of that effort, within the period prescribed, will permit a projection of goals and an estimate of impact.

b. Changes in the Racial Composition of Student Bodies

(1) HEW Guidelines

Before turning to a consideration of what actual results might be expected to flow from the State Plan in terms of modifying student selectivity which reflects racial considerations, it is useful to analyze the formularized "goals" which have been articulated by the Department of Health, Education and Welfare. The objective, thus perceived, is to increase the white student representation at predominantly black institutions to approximately one-third and to increase the black student representation at predominantly white institutions by a "significant" number. Some effort to impart a degree of precision to the latter suggested measurement is necessary. One logical method for deducing HEW intent is to hypothesize an essentially constant level and overall percentage of black and white enrollment within the public senior system, assume a 30% displacement of black students by white students at predominantly black institutions, and then calculate the percentage impact of a voluntary redistribution of those displaced black students within the predominantly white institutions. Of the 13,402 students currently (fall 1973) enrolled in the five predominantly black senior institutions, 771 students or 5.8% are white. In order to effect a 30% white representation (4,021 total), it would be necessary to add 3,250 new white students, in the aggregate, to the student bodies of those institutions. The 3,250 black students thereby displaced, under the hypothesis here under consideration, would be redistributed voluntarily among the student bodies of the predominantly white institutions. The consequence, when that number is added to the number of blacks already attending predominantly white institutions (2,832 or 3.7% of the 77,052 students currently at those institutions), is a total black presence within the predominantly white institutions of 6,082; that number would represent, in the aggregate, approximately 7.9% of the total student enrollment at the predominantly white institutions, or an increase of approximately 115% over the current 3.7% black enrollment there.

Under such an approach, thus, the HEW-inspired goals would be approximately a 30% white presence at predominantly black institutions and approximately an 8% black representation at predominantly white institutions. This formula might appropriately be modified to accommodate and reflect the effort of this State Plan to increase materially the overall attendance rate of black students in the post-secondary public system; a positive and significant effect on black-white ratios within public senior institutions would be realized only if it is assumed that virtually all of the aggregate increase in black participation would be realized at those senior institutions rather than at private senior or public or private junior institutions. It might be possible, under such assumptions, to increase the projected total black presence at predominantly white institutions to 10 percent.

Obviously the foregoing analysis is characterized by a high degree of uncertainty and artificiality. It presupposes a capacity to treat in mathematically analytical terms a subject which is not amenable to any such exacting approach; it neglects the complexity of those numerous variables which impact on enrollment trends and it presupposes the existence of what in fact is a nonexistent capacity to precisely influence future changes in trends. Thus, there is substantial reason for questioning the reliability of stated "goals" of attainment. Although it may be urged that goals simply require the good faith application of conscientious effort, with no penalty for failure of realization in the face of such effort, there ought to be some discernable reasonable correlation between any such goals and the programmatic effort. In short, goals are meaningful and reasonable only within a context in which realistic conclusions about cause and effect are possible. There is serious question about cause and effect in the present effort. HEW prescribes, however, that such a causal nexus shall be described and quantified. We undertake this task of formulating goals, with appropriate recognition of many factors which make such an effort problematical.

(2) Growth Limitations Which Influence Opportunities for Effecting Racial Changes

The first task in connection with predicting this uncertain future is to try to perceive accurately current dynamics and resulting patterns of student choice and then to project those patterns over the course of the next succeeding four years, without initial reference to any provisions of the State Plan which are designed to modify those patterns of student choice; in short, assuming the absence of the types of initiatives embodied in this State Plan, what patterns reasonably would be anticipated? The second task is to superimpose on that "natural" pattern the "artificial" stimulants embodied in the State Plan and then to derive conclusions about what actually can be expected as a consequence to happen during the next four years.

In describing current dynamics of student choice and projecting those dynamics forward, the following appear to be material items. Currently, within the total post-secondary sector in North Carolina, approximately 164,740 whites and 31,475 blacks are participants. Of the total number of whites, 75.5% are enrolled in public institutions (75,500 in senior institutions and 48,739 in other types of institutions); 24.5% are enrolled in private institutions. Of the total number of blacks, 81.7% are enrolled in public institutions

(15,659 in senior institutions and 10,042 in other types of institutions); 18.3% are enrolled in private institutions.

With reference to public institutions, 99.4% of the white students are enrolled in predominantly white institutions and 0.6% of the whites are enrolled in predominantly black institutions; similarly, with reference to public institutions, 49.1% of the black students are enrolled in predominantly black institutions and 50.9% of the black students are enrolled in predominantly white institutions.

Certain factors, extraneous to this State Plan, are expected to be effective during the next four years in such a way as to modify somewhat this profile.

Current data indicate rather clearly that the traditional pool from which most post-secondary enrollment is drawn (ages 18 to 21) is stabilizing and will level off, if not decline, during the next ten years, in absence of some source of new stimulation. In addition, certain social dynamics unrelated to birth curves appear not to be influencing many eligible college-age persons to pursue post-secondary opportunities to the extent they were during the last decade. Thus significant growth in total institutional enrollments is not anticipated (again, in the absence of some effective stimulant).

Current State policy, as articulated in the General Statutes, may effect a substantial change in the relative share of students attending private and public institutions. Through a very generous program of State-funded capitation grants to private colleges, needy North Carolina resident students are expected to be induced to use more of the available spaces in private post-secondary institutions in the State. This program is now in its second year of operation; it thus would be premature to project with certainty the impact of this effort in terms of influence on the size of student bodies at the affected private institutions; however, for the second year now in progress the level of State aid has been more than quadrupled to 4.6 million dollars, with the expectation that a considerably increased impact will be achieved.

Recent data also reveal an extraordinary growth in enrollments at the public Community Colleges and Technical Institutes, which is reflected in an increase in the number of such institutions as well as in absolute increases in student enrollments at established institutions. This reflects, among other things, the choice by college-age students of an attractive option which formerly was not widely available within the State, with the consequence that some students who otherwise would have attended a senior institution are now attending these junior institutions. This trend is expected to continue, though accurate prediction of the impact of this relatively new option on basic enrollment distributions between senior and junior systems is not possible.

Casting an eye ahead, we must anticipate--though we cannot quantify--the potential impact of additional imperatives to address possible instances of sex discrimination and a similar requirement within private institutions to address both race and sex questions. Both developments would be expected to influence materially the demographic picture, within the total post-secondary education context.

In summary, the available traditional pool of college-age students is about to shrink; more of those pursuing post-secondary education in North Carolina are expected to be placed in the private sector; and increasing numbers of students in the public sector are expected to select a junior institution rather than a senior institution. All these trends impinge on the projected impact of the State Plan, which introduces various additional stimulants designed to change existing entrenched patterns reflecting racial considerations. The one salient fact is that such changes in racial composition of student bodies is expected to occur within the context of leveling enrollments generally within the total system of post-secondary education and, of great import, a possible decline in total enrollments within the senior public sector. Thus, there will be fewer mobile individuals through whom changes may be effected during the next four years, particularly in the senior institutions. Obviously the latitude to effect changes would be measureably greater under high growth-rate circumstances.

Realistically, we presuppose that the most substantial opportunity for effecting change exists with reference to the "new student" group, as distinguished from the "current student" group; that is, successful voluntary redistribution of incumbent students along racial lines is a less promising expectation than is successful attraction of new entering students into "minority presence" environments. For purposes of this hypothetical postulation, primary attention is focused on the pool of new freshman students available during the four-year term of the State Plan; at the same time, we acknowledge that some real impact ought to be anticipated within transfer and post-baccalaureate admissions contexts; however, for purposes of this necessarily gross analysis, no effort to measure that impact is being undertaken presently, though it will be treated in specific institutional goals.

The immediately preceding analysis suggests bases for concluding that the pool of prospective first-year applicants to the senior institutions will not grow materially over the course of the next four years; this estimate is optimistic in terms of maintaining current numbers, in view of the possibilities that some such prospective students will be induced to attend private institutions and some public junior institutions. Nevertheless, for each of the next succeeding four years, we anticipate an aggregate entering freshman class within the public senior system of approximately 17,300 persons. Assuming no change in the relative total attendance rates for whites and blacks, those entering classes would be expected to consist of approximately 14,000 (81%) whites and approximately 3,300 (19%) blacks; however, consistent with the commitment of this State Plan to increasing the percentage participation of blacks, we will devote our serious efforts to insuring that black representation in the freshman enrollments will increase at the rate of 1% per year for the next four years, thus generating approximately 200 additional black students per year. It is within the parameters thus defined that we address the question of what extent of change in racially selective expressions of student choice may be anticipated.

The ultimate objectives posited by HEW likely will not be achieved within the time span of this Plan. Rather, our commitment is to achieve substantial progress within four years, with the expectation that additional formal efforts (whether or not embodied in a second or supplemental State Plan) will be necessary. We are attempting to make a real beginning.

(3) The Effect of Necessary Program Deferrals

The immediate challenge is to ascertain, carefully and realistically, what progress ought to result within the next four years. A fundamental constraint which militates against the generation of reasonably accurate goals at this time is the fact that not all programs contemplated by this State Plan are as yet the subject of definite commitments to action. In reviewing the several commitments, and accompanying implementation dates, contained in this State Plan, we note that they are of three types. First, there are those which are designed to be implemented immediately and which we hope will be influential as of the 1974-75 academic year. Second, there are those efforts to which a definite commitment is being made but which are necessarily deferred in impact because of necessary startup time. Finally, there are those efforts which as yet are not the subject of definite commitment, which are being studied further within the requirements of a definite period of time, and which may result in the adoption of definite commitments following completion of the prescribed additional study. It is the latter category which presents serious impediments to projection of goals, since many of the deferred items are expected to be highly influential with reference to the central problem of attracting "minority presence" students. For example, one study will address the matter of possible programmatic distinctions, rearrangements and combinations designed to influence patterns of student choice of institutions in such a manner as to minimize or eliminate race consciousness. By way of further example, another study will address the matter of possible qualitative deficiencies within the predominantly black institutions, to the end that any such institutions which require remedial attention will receive it and, thereby, will be rendered more attractive to "minority presence" students. In short, there are critical gaps in the present program, as set forth herein, which are not expected to be filled before various future specified dates; only after completion of those additional studies and the formulation of corresponding appropriate action programs will it be possible to take account, in connection with the projection effort, of all ingredients which we expect will have some material impact.

(4) Difficulties Attending Institutional Goal-Setting

Finally, the task is further complicated by the requirement that all such projections and goals be calculated on an institution-by-institution basis. In that connection, it is not reasonable to assume a constant and identical achievement at every institution, expressed in terms of the 30-10 formula. Rather, variations ought to be expected and accepted as unavoidable, because of geographic considerations, varying institutional characteristics, and the extent of the "integration foundation" on which the particular institution is building. This last point appears to be an effective summary basis for accommodation of several variables that likely are pertinent to the reasonableness of a particular institutional projection. The proposition, simply stated, is that the more progress an institution has made with reference to integration the more additional progress might reasonably be anticipated, because the established relatively larger base of "minority presence" will be one very substantial inducement to other minority students to attend the institution. For example, among the predominantly black institutions the extent of "minority presence" ranges from a high of 8.0% to a low of 3.5%; among the predominantly white institutions the extent of "minority presence" ranges from a high of 7.9% to a low of 1.7%. Furthermore, the rate and extent of integration achievement will vary necessarily in relation to the total enrollment growth potential of the several campuses; at some locations, optimal size of total enrollment soon will be reached, with the consequence that significant changes in racial composition will not be effected as a function of aggregate student body enlargement.

Many such complex considerations have been addressed in connection with the effort to establish individual institutional goals. That process of analysis has included extensive involvement by institutional officials. Suggested measurements of reasonably anticipated accomplishment were prepared and transmitted to the affected campuses; local campus resources were brought to bear on those centrally developed projections, for purposes of testing their validity and reality in context; additional discussions with each campus were undertaken, to the end that there might be a satisfactory blending of central perceptions and campus exigencies. The net distillation is a realistic, significant, and attainable set of projections for each campus within The University of North Carolina, during the period 1974-1977.

(5) Specific Assumptions on Which Institutional Goals Are Based

(a) It is assumed that the aggregate student pool available to post-secondary educational institutions in North Carolina (public and private, senior and junior) during the 1974-1977 time frame of the State Plan will consist of:

> North Carolina residents in the traditional college-going age group of 18-21; according to demographic data currently available, this group in 1973 consisted of 438,000 persons, will increase to approximately 445,500 by 1975, and then will decline to approximately 439,000 in 1977;
>
> Nonresidents constituting out-of-state enrollment, with the assumption that the percentage representation of such students in North Carolina institutions will remain essentially constant during the time frame of the State Plan;
>
> North Carolina residents who are above the traditional college-going age, which may constitute an increasingly significant factor but one which is not being measured directly for present purposes.

(b) The basic student pool available to the public senior institutions comprising The University of North Carolina, during the planning period, will reflect the above catalogued factors, coupled with the optimistic assumption that for the 1974-1977 period the University will maintain its recent historical share of total enrollment in all post-secondary institutions within North Carolina.

(c) In addition to the basic demographically-derived, anticipated University pool of students during the 1974-1977 planning period, the going rate for both black students and white students will increase slightly, with the black rate to increase at a higher rate than the white rate and with the consequence that by 1977 approximately 800 additional black students (over and above those predicted on the basis of current demographic data) will be added to the University enrollment.

(d) The five predominantly black institutions within the University will continue to enroll approximately 15 percent of the total University enrollment (from 14.8% in 1973 to approximately 15.3% in 1977) and, correspondingly, the eleven predominantly white institutions will enroll approximately 85 percent of the total University enrollment (from 85.2% in 1973 to approximately 84.7% in 1977).

(e) The number of white students enrolled in the predominantly black institutions will approximately double (from 788 to approximately 1,600) during the time frame of the State Plan; correspondingly, the number of black students enrolled in the predominantly white institutions will increase by approximately 44 percent (from 2,832 to approximately 4,072) during the time frame. The ratio of the respective rates of "minority presence" change, as between the predominantly black and predominantly white institutions (that is, 103% to 44%, or 2.34:1), does not impose a disproportionate "change burden" on the predominantly black institutions. Given the basic demographic constraints and the institutional integration achievements realized to date, a different incidence of burden more favorable to the predominantly black institutions could be effected only if (1) there were a radical (and wholly unanticipated) increase in the going rate of black students, over and above that projected herein, with virtually complete absorption of such students within the predominantly white institutions, or (2) the total enrollment in the predominantly black institutions were to decline sharply, with substantially larger numbers of black students otherwise expected to be enrolled there in fact being enrolled at predominantly white institutions, so as to modify materially the 85%-15% ratio of total student enrollments as between the two groups of institutions. Indeed, if the HEW-inspired goals based on the aforementioned 30-10 formula were achieved, the incidence-of-change ratio between predominantly black and predominantly white institutions would have to be approximately 502% to 156%, or 3.22:1.

(f) During the time frame, the "minority presence" student increase at each institution will be in proportion to its "minority presence" enrollment in 1973 (e.g., Elizabeth City State University had 11% of the five-school total "minority presence" enrollment in 1973 and is projected to have 11% of the five-school total "minority presence" enrollment in 1977.)*

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*One exception is noted in the case of UNC-CH where a limitation on enrollment fixed at 20,000 students will be approached during the time frame; as a consequence of this growth limitation, UNC-CH will have in 1977 a slightly smaller percentage share of the eleven-school black student enrollment than it had in 1973; however, the projected ratio between black and white students at that campus (7.1% to 92.9%) is as favorable as would have been the case in an "unlimited growth" projection because the total projected white student enrollment has been reduced to effect a higher percentage representation of black students.

(g) The rate of "minority presence" increase at each institution will reflect an exponential curve based on the expectation that the rate will gradually augment over the time frame, with greater accomplishment to be realized in 1977 than in 1974.

(6) Institutional Goals

The projections for achievement in 1977 are expressed in precise numerical terms which reflect the necessarily mathematical, formularized approach to goal-setting. However, in fact any projection exercise constitutes an estimate based on hopefully careful and comprehensive assessments of probabilities. Thus, the following 1977 figures should be viewed as midpoints of a possible range of achievement, with allowance for variations, either over or under the midpoints, to the extent of two percent of each institution's total projected enrollment.

Enrollment Projection
Worksheet #16

2/26/74

UNC ENROLLMENT PROJECTIONS 1974-1977
(Number of Students and Percent of Institution Minority Enrollment)

INSTITUTION	1973			1974			1975			1976			1977		
	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTAL
Elizabeth City	1,058	88 7.7%	1,146	1,067	104	1,171	1,067	127	1,194	1,067	151	1,218	1,067	179 14.4%	1,246
Fayetteville	1,727	63 3.5%	1,790	1,755	74	1,829	1,755	91	1,846	1,755	108	1,863	1,755	128 6.8%	1,883
N.C. A and T	4,497	254 5.4%	4,751	4,555	300	4,855	4,555	368	4,923	4,555	435	4,990	4,555	516 10.2%	5,071
N.C. Central	3,738	324 8.0%	4,062	3,769	384	4,153	3,769	469	4,238	3,769	555	4,324	3,769	658 14.9%	4,427
Winston-Salem	1,594	59 3.6%	1,653	1,619	69	1,688	1,619	85	1,704	1,619	101	1,720	1,619	120 6.9%	1,739
5-SCHOOL TOTAL	12,614 94.1%	788 5.9%	13,402 (14.8%)	12,765 93.2%	931 6.8%	13,696 (14.9%)	12,765 91.8%	1,140 8.2%	13,905 (15.0%)	12,765 90.4%	1,350 9.6%	14,115 (15.2%)	12,765 88.9%	1,601 11.1%	14,366 (15.3%)
Appalachian	131 1.7%	7,414	7,545	135	7,554	7,689	143	7,585	7,728	159	7,585	7,744	190 2.4%	7,585	7,775
East Carolina	340 3.4%	9,728	10,068	350	9,915	10,265	371	9,932	10,303	411	9,932	10,343	493 4.7%	9,932	10,425
N.C. School of the Arts	30 7.9%	348	378	32	352	384	33	352	385	36	352	388	43 10.9%	352	395
N.C. State University	349 2.4%	13,908	14,257	359	14,171	14,530	380	14,214	14,594	422	14,214	14,636	506 3.4%	14,214	14,720
Pembroke	64 3.3%	1,854	1,918	66	1,890	1,956	69	1,893	1,962	77	1,893	1,970	93 4.7%	1,893	1,986
UNC-Asheville	33 2.9%	1,092	1,125	34	1,113	1,147	37	1,114	1,151	41	1,114	1,155	48 4.1%	1,114	1,162
UNC-Charlotte	319 5.2%	5,804	6,123	328	5,916	6,244	347	5,916	6,263	386	5,916	6,302	462 7.2%	5,916	6,378
UNC-Chapel Hill	985 5.1%	18,411	19,396	1,085	18,515	19,600	1,185	18,465	19,650	1,290	18,410	19,700	1,395 7.1%	18,355	19,750
UNC-Greensboro	380 4.8%	7,476	7,856	391	7,616	8,007	414	7,616	8,030	460	7,616	8,076	550 6.7%	7,616	8,166
UNC-Wilmington	79 3.1%	2,463	2,542	81	2,516	2,597	86	2,516	2,602	95	2,516	2,611	115 4.4%	2,516	2,631
Western Carolina	122 2.1%	5,722	5,844	126	5,848	5,974	133	5,848	5,981	148	5,848	5,996	177 2.9%	5,848	6,025
11-SCHOOL TOTAL	2,832 3.7%	74,220	77,052 (85.2%)	2,987 3.8%	75,406	78,393 (85.1%)	3,198 4.1%	75,451	78,649 (85.0%)	3,525 4.5%	75,396	78,921 (84.8%)	4,072 5.1%	75,341	79,413 (84.7%)
UNC TOTAL	15,446 (17.1%)	75,008 (82.9%)	90,454 (100.0%)	15,752 (17.1%)	76,337 (82.9%)	92,089 (100.0%)	15,963 (17.2%)	76,591 (82.8%)	92,554 (100.0%)	16,290 (17.5%)	76,746 (82.5%)	93,036 (100.0%)	16,837 (18.0%)	76,942 (82.0%)	93,779 (100.0%)

NOTE: Percents in Parentheses are Based on UNC Total Enrollment

(7) Conclusion

We seek, in the foregoing exposition, to take appropriate account of some of the major difficulties which attended the effort to measure the sufficiency of our current affirmative undertakings and to provide, through the statement of goals, both a source of inducement to serious effort and a basis for monitoring and measuring progress. We hope that this discussion will be appreciated for what it is intended to be: a determination to set goals which we have some substantial basis for believing will be achieved, rather than the casual projection of inflated and unduly optimistic generalities.

Our fundamental commitment is to an intensive period of serious activity, in the belief that great progress can be achieved, although we understand the problems associated with advance measurement of that anticipated achievement. We believe that much of good will happen during the next four years, and we intend to insure that such is the case.

In formulating the individual institutional goals, we have taken into account both the difficulties and the opportunities. On the one hand, we must be sensitive to the intrinsic problems of predicting the future, to the limitations imposed by the necessary deferral of final decision about several aspects of this action program, and to the special local characteristics of the constituent institutions. On the other hand, we have established substantial objectives toward which we will be reaching conscientiously.

These goals will be reexamined annually for purposes of possible revision; such review will be particularly significant at the conclusion of the 1974-1975 academic year, in light of additional State Plan initiatives which may be undertaken on the basis of completed study commitments made herein which are due to occur during the next twelve months.

3. The Community College System

The Department of Community Colleges has over the years developed and maintained a management information system which, among other capabilities, produced data appropriate to analyze desegregation information and practices insofar as these pertain to students.

The development of management information system capabilities to provide adequate data for analysis of desegregation information and practices with respect to faculty and staff was necessarily placed in a second priority and its development has not yet attained the same degree of comprehensiveness and sophistication as that related to students. With increased funding support, the development now in progress can be rapidly brought to standards which apprise the responsible authorities of the facts to disclose racial desegregation impact related to faculty and staff. It is anticipated that the governing boards and administrators will, as in the past, take responsible action to pursue vigorously and in good faith the elimination of any vestiges of the segregation practices which may be found to have infiltrated from other sources into the Community College System contrary to intent and policy of the governing authorities of this System. Evaluations will be made respecting faculty and staff on an annual basis.

G. Administration of Plan

1. Planning Period

A four-year period for the execution of this State Plan is deemed appropriate. We acknowledge that this is the first significant stage of what is perceived to be an ongoing program, subject to careful monitoring and periodic modification and improvement as dictated by experience and results. This effort is keyed to a four-year interval in the belief that at least that much time is needed to realize significant and measureable progress and in the belief that any more extensive execution period would involve increasingly imprecise and imponderable variables which would limit accuracy and predictability and thus usefulness.

The numerous substantial action commitments which constitute this initial four-year program all have two characteristics in common: First, each element is designed to effect changes in the racial identifiability of the constituent institutions; second, with respect to each such element it is not possible to do more than speculate as to its probable effectiveness. Accordingly, the Plan consists, in the final analysis, of a combination of multiple experimental efforts. Only experience will determine whether our confidence in this eclectic combination of efforts was well placed. With reference to the total effort here specified, it seems axiomatic and certainly beyond serious dispute that any effort to effect wide-ranging changes in social attitudes will take an appreciable amount of time. The purpose described herein is to set in motion various programs which we earnestly hope will be influential. The realistic expectation is that those various programs will, cumulatively and in combination, generate a progressively more substantial impact with the passage of time. We do not expect dramatic, instant results; rather, we expect the positive results to cumulate, during the four-year life of the Plan, in substantial and measurable progress toward the ultimate objectives here postulated. Thus, reason dictates the conclusion that more measurable results will be achieved during the second year than during the first, more during the third year than during the second, and more during the fourth year than during any preceding year.

The dates assigned for realizing implementation of the various action programs are, in every instance, the earliest dates on which it appears feasible to have accomplished the implementation task; the corresponding dates for generation of results consequent upon such implementation cannot be stated with as much precision or certainty; stated simply, just as we do not and cannot know exactly what results will flow from a particular action program, so also we cannot know exactly when or in which volume any such results will be realized. The two concrete summary bases for measurement of progress which are included in the Plan (i.e., changes in the racial composition of student bodies and changes in the racial composition of institutional faculties) do anticipate a steadily augmenting rate of change over the four-year life of the Plan.

In several instances, it may appear that either the implementation date or the accomplishment date posited for a particular program is unduly delayed or conservative. What we have sought to do in every instance is to set objectives which are realistic, with due sensitivity to the fact that the entire program is attended by an understandable and understood urgency. For example, a substantial commitment contained in the Plan is to study carefully the possible existence of qualitative differences between comparable predominantly white and predominantly black institutions, to the end that any such deficiencies as may be found within predominantly black institutions might be addressed and remedied promptly. The projected study, which will undertake to quantify and analyze many variables which arguably affect institutional quality, will require several months to complete; as promptly thereafter as the budget process permits, any such deficiencies discovered which are remediable by the infusion of additional money resources will have to be addressed in the form of budget appropriation requests to the North Carolina General Assembly. Since the budget requests for the 1975-1976 biennium are currently in the process of preparation and will be completed and submitted well before completion of the prerequisite study of possible supplemental needs of predominantly black institutions, the target date for actual realization of supplemental aid to predominantly black institutions can be no earlier than the 1977-78 fiscal year, in the absence of favorable action by the 1975 General Assembly on a late special request for a special appropriation supplement. Other similar examples exist of practical constraints with respect to either the timing of implementation or the realization of results. Our representation is that we have outlined within the Plan a composite program which reflects due and reasonable haste to achieve results.

2. Responsibility for Implementation

a. The University of North Carolina

Sections 501A, 501B and 501C of the Code of The University of North Carolina prescribe in pertinent part:

> The President of The University of North Carolina shall be the chief administrative and executive officer of the University. He shall have complete authority to manage the affairs and execute the policies of The University of North Carolina and its constituent institutions, subject to the direction and control of the Board of Governors and the provisions of this Code.

* * *

> He shall be responsible to the Board of Governors for the prompt and effective execution of all laws relating to The University of North Carolina and of all resolutions, policies, rules and regulations adopted by the Board for the operation of The University of North Carolina and for the government of any and all of its constituent institutions . . . .
>
> * * *
>
> In carrying out his duties and responsibilities, the President shall be assisted by his staff officers and by the chancellors of the constituent institutions . . . . The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment.

Section 502A of the Code provides in pertinent part:

> The administrative and executive head of each constituent institution shall be the Chancellor, who shall exercise complete executive authority therein, subject to the direction of the President.

Consistent with the foregoing, the various sections of the State Plan which call for action and therefore entail a need for identification of responsible officials have been written in terms of the authority and responsibility of the President and the chancellors, with the implicit understanding that within the context of, respectively, General Administration and campus administration the principal executives will delegate specific tasks to members of their staffs. Beyond technical assignments of official responsibility, however, we acknowledge that success in this undertaking necessarily will be a reflection of total institutional involvement and commitment, and to that end the responsible officials will publicize broadly both the contents of this State Plan and the progress of initiatives taken thereunder within the several affected institutions.

Compliance with the requirements of Title VI of the Civil Rights Act is now and will continue for the indefinite future to be a substantial administrative concern of The University of North Carolina. It is also anticipated that within the relatively near future, concern for the elimination of any remaining effects of discrimination on the basis of sex will also be a matter of substantial and continuing administrative concern to The University. For this reason, it is anticipated that there will be lodged at the vice presidential level within the administrative structure of The University imm-diate responsibility for general oversight of The University's efforts to comply with Title VI, the preparation of semi-annual and special reports required in pursuance of The University's obligations under Title VI, the investigation of complaints of Title VI violations made directly to The University or referred to The University by the Office for Civil Rights, and such other activities as may be conducive to the achievement of the general objectives of the State Plan. The amount of work to be done in pursuance of this obligation will exceed the capacities of one individual who also has other duties and therefore staff assistance will be necessary. Accordingly, budget provision will be made for the employment of such additional help as the vice president with responsibility for this matter may need in carrying out his responsibilities.

In addition to the personnel requirements just noted, there will doubtless be other expenses that will be especially incurred by reason of The University's efforts to maintain compliance with Title VI of the Civil Rights Act. These will include special studies that must be undertaken on the initiative of The University or on request of the Office for Civil Rights, the employment of consultants to aid in identifying and devising solutions to problems, the convocation of conferences of administrative and faculty personnel to assist with the solution of problems, travel, and the like. The University budget should also provide for the support of these activities, since they will call for the expenditure of funds not now provided in The University's budget.

While the provision of special funds in the needed amounts will have to await another legislative appropriation to The University, interim assistance will be obtained in part from a $15,000 allocation from the funds appropriated to The University for 1974-75 and in part from the temporary diversion to meet the requirements of Title VI enforcement of personnel and funds originally provided for other purposes.

Responsibility:	The President of The University and a vice president designated by him.
Timing:	Beginning 1974 and continuing at least to 1978.
Special Costs:	$50,000 a year for 1975-76 and each year thereafter.
Effect:	To aid the President and the Board of Governors in the efficient and effective execution of the duties of the Board and the President under Title VI of the Civil Rights Act and the State Plan.

b. The Community College System

The legal relationship of the State level authorities to the institution authorities in the Community College System does not parallel that of The University. Each institution of the Community College System is an instrumentality of county government. These institutions are State-aided, rather than State-owned. This legal distinction has some bearing upon the responsibility for implementation of any policy, plan or regulation adopted by the State Board of Education which needs implementing action at the local level.

The State President of the Community College System is charged with responsibility for publishing and interpreting to the presidents and trustees of the respective institutions the policies, plans, and regulations adopted by the State Board relating to the institutions. The State President's relationship to the institution officers and trustees is largely based on leadership and persuasion, rather than command or direction. The primary sanction which is available as the ultimate instrument of persuasion is the statutory authority given the State Board of Education to withhold or withdraw State aid in the event that the president or trustees of an institution persists in refusing to implement policies, plans, or regulations adopted by the State Board of Education. This does not preclude the possibility of the institution continuing to operate with funds of local origin.

The institution presidents and trustees have in the past given responsible acceptance to the policies, plans, and regulations adopted by the State Board of Education. Consequently, the Community College System has always operated as a desegregated system of institutions. The System and each and every institution of the System is believed to be substantially in compliance with provisions of the federal Civil Rights Act. Where deficiencies have been found in the past, all feasible steps have been taken to remedy them; and this is expected to continue as future practice. The State Board of Education, the State President, the local boards of trustees and the institution presidents have always approached problems of desegregation responsibly and in good faith and this is expected to continue in the future.

3. Monitoring, Review, and Revision of the State Plan

a. General

While acknowledging the dual legal character of the total public post-secondary educational program within North Carolina, this State Plan was composed and speaks in unified terms. That comprehensive statewide emphasis must characterize the necessary review and monitoring processes in which we will be engaged in the years to come.

To serve that essential purpose, a state committee for racially non-discriminatory public post-secondary education will be established by July 1, 1974. The committee will consist of four representatives appointed by the President of The University of North Carolina from The University staffs; four representatives appointed by the State President of the Community College System from the System staffs; one representative appointed by the Governor from his staff; and eight members at-large, who shall be lay citizens with no affiliation with either The University of North Carolina, the Community College System, the Department of Public Instruction, or any other public agency, institution, or office, and who shall be appointed by the Governor. The membership of the committee will reflect in both the representation from The University and the Community College System and in the at-large members the principal racial elements in the general population of the State.

It will be the responsibility of the committee to meet at the call of its elected chairman or of the Governor for the purpose of assessing progress in the implementation of the State Plan, identifying problems encountered in the course of the administration of the State Plan, receiving and evaluating complaints as to the efficacy of the State Plan, and rendering advice to the

Governor, the President of The University of North Carolina, and the State President of the Community College System concerning the State Plan and its administration.

Staff support for the committee will be provided by the State President of the Community College System and the President of The University of North Carolina and no special additional expense, beyond that already contemplated in this report, is anticipated to be required for this purpose. Additional funds will need to be requested for the fiscal years 1975-76 and afterwards for the direct expenses of the commission itself, chiefly the travel and subsistence expenses of the members-at-large of the committee. (It is assumed that the employing organizations of the public members will absorb such expenses incurred in connection with their service on the committee.)

Responsibility:	The Governor of North Carolina, the President of the Community College System, and the President of The University of North Carolina.
Timing:	Beginning July 1, 1974 and continuing at least to 1978.
Special Cost:	$2,000 a year for 1975-76 and each year thereafter for payment of the expenses incurred by lay members of the committee in attendance at meetings and other performance of duties.
Effect:	To provide advice, guidance, and assistance to the President of the Community College System and the President of The University of North Carolina and their staffs in the administration of the State Plan, and especially to provide a regular channel for a concerned group of citizens to be informed about and to provide advice with respect to the administration of the State Plan.

b. The University of North Carolina

We recognize that rapidly-changing events can make obsolete any long-term plan, and especially one that embraces so large and complex an endeavor as public post-secondary education. It is therefore contemplated that the annual review of the State Plan to be carried out by the President and the Board of Governors of The University, aided by the state committee for racially nondiscriminatory public post-secondary education, will lead to a substantial updating and revision of the Plan as it pertains to The University if that be found necessary in order to address more effectively the problems identified. Any revision of the Plan will be filed promptly with the Department of Health, Education and Welfare.

c. The Community College System

Data on faculty and staff employment distribution by racial and ethnic category will be reviewed annually by the State President. Student enrollment data will be reviewed quarterly. Faculty and staff salaries by racial and ethnic category will be reviewed annually. Compositions of board members will be reviewed annually.

The State Board of Education will make necessary revisions in the Community College System plan upon recommendation of the State President as needed.

4. Reporting Requirements

a. General

It will be the responsibility of the President of The University of North Carolina and the State President of The Community College System to furnish information and reports referable to their respective areas of responsibility to the Department of Health, Education, and Welfare concerning implementation of and accomplishment under the State Plan. These reports will be submitted twice annually, on or about February 1 (designed to reflect activities and accomplishments during the fall term) and August 1 (designed to reflect activities and accomplishments during the spring term). Certain statistical data are more conveniently and meaningfully collected and analyzed on an annual basis rather than on a semi-annual basis, there being little change in them except once a year; other information can be gathered and assessed for the shorter time interval prescribed.

b. The University of North Carolina

Aside from efforts to comply with all statistical reporting formats prescribed by HEW, the governing assumption is that the periodic reports submitted by The University of North Carolina will undertake to address each aspect of the State Plan which calls for an action program. Thus, the report will embody a statement concerning whether or not the proposed implementation date for a particular action has been satisfied, what measurable consequences reasonably attributable to the activity have been realized during the reporting interval, and what modifications, if any, are proposed, are under consideration, or have been adopted in light of experience to date. Further, in any instance where the adoption and implementation of an action program is to be predicated on an initial period of study and analysis, the report will include an assessment of progress, or lack of progress, to date of the report with reference to such preliminary activities.

The contents of the annual report will include, for example, data on the fall student enrollment of each of the public post-secondary institutions, analyzed by race; data on student retention experience by institution, by race; data on degrees granted by each institution, by race; data on faculty composition of each institution, by race and various other factors such as rank and highest earned degree; data on faculty salaries, by race; data on library holdings for each of the constituent institutions of The University of North Carolina; data on budgets of each of the constituent institutions of The University; and similar statistical information that might be helpful in evaluating the status of the institutions and the progress made toward the accomplishment of the goals stated in the State Plan. In addition, the semi-annual report will include a narrative assessment, together with such statistics as seem helpful, as to the progress and problems experienced in carrying out the commitments made in the State Plan. As additional types of information are found by the Department of Health, Education and Welfare to be necessary for its purposes in evaluating North Carolina's progress, such information will be provided to the maximum feasible extent.

As has been stated earlier, the impact on the racial composition of the student bodies of the 16 constituent institutions of The University of North Carolina anticipated to result from the effectuation of the State Plan has been stated in overall terms. No attempt has been made to ascribe a particular impact or degree of impact to a particular action. For the same reason, we think the most appropriate milestones by which the effectiveness of the State

Plan can be measured are those that have previously been set forth in the sections specifically projecting racial impact. Thus the report to be filed with the Office for Civil Rights as of January of each year will state for each institution the current racial composition of its student body and this will enable comparison with the projected figures and percentages contained in this report. We believe this to be the most meaningful set of milestones that can be devised for testing the efficacy of the State Plan against its ultimate objective.

An essential component of all periodic reports filed will be the treatment of intervening decisions made or in contemplation which have or might have an identifiable potential for a negative impact on the collective effort to render the constituent institutions less racially identifiable. All administrative officials of The University and of the constituent institutions are sensitive to and will remain sensitive to the need to attempt to assess the racial impact implications of educational actions, such as the addition, deletion, expansion, or contraction of academic programs, the construction, expansion, or closing of facilities, the establishment or discontinuation or significant modification of the mission of a constituent institution, and the modification of admissions standards, degree requirements, and educational expectations. A basic commitment is herein made by the Board of Governors to ensure that such assessments are made, in recognition of the fact that one critical consideration (but not the only proper consideration) in resolving basic questions about the role, scope, and mission of The University is the need to encourage at all times, in every way feasible, the further elimination of identifiable racial duality. In any case where the strong possibility of a negative impact attributable to a particular course of action is perceived, the action will not be taken unless there are countervailing legitimate and compelling inducements, of a sound educational character, which militate in favor of the proposed action.

The process of analysis and decision-making with reference to all required impact inquiries shall begin at the lowest pertinent operational level; thereafter, with reference to policy questions which under state law or established board policy are assigned to the Board of Governors for final resolution, the impact evaluation and corresponding recommendation will be reviewed by the President and, in turn, will be treated finally by the Board of Governors; further, with reference to those policy questions which under state law or established board policy have been assigned to the constituent institutions, the impact evaluation and corresponding recommendation will be treated finally by the chancellor of the constituent institution. All such ultimate decisions, whether made at the campus level or at the central level, will be the subject of the periodic reporting commitments made herein.

c. The Community College System

Reports by racial and ethnic category concerning faculty and staff employment distribution, student enrollments, faculty and staff salaries, and board compositions will be transmitted to the Office of Civil Rights as they are developed and reviewed. Changes in the Community College System plan will also be transmitted to the Office of Civil Rights as they are adopted.

5. Costs of Implementation: The University of North Carolina

In the foregoing pages of the State Plan, we have at every point where some new action is determined to be necessary attempted to determine the special cost of that action. For many of the actions intended, the indicated special cost is shown as "none." That does not mean that the activity will actually be cost-free; few of them will. It does mean that means will be sought from sources other than new state appropriations to finance the activity. Where a cost figure is stated, that generally means that the activity can be undertaken only if the indicated sum is requested from and granted by the General Assembly to finance it. The University's 1974-75 budget appropriation requests were filed many months ago with the Governor and Advisory Budget Commission and they are now pending before the Appropriation Committees of the General Assembly, where action is expected on them before any response to this State Plan is likely to have been received by North Carolina from the Department of Health, Education and Welfare. Therefore it is deemed infeasible to seek large additional amounts of money to finance the State Plan for 1974-75. Chief emphasis is placed on appropriation requests for 1975-76.

Summing up the estimated special costs for each of the following years for each of the projected program actions produces the following table (the studies called for in this State Plan will indicate the existence and extent of further appropriation requirements in future years):

Action	1974-75	1975-76
Recruiting: E.O.I.C. Director	$ -	$ 30,000
Recruiting: Publications	12,000	12,000
Recruiting: Principal minority member of recruiting staffs	-	?
Recruiting: Counsellors' conferences, etc.	3,000	3,000
Student Financial Aid: Minority presence scholarships	-	300,000
Faculty recruiting; Position and applicant listing services	-	30,000
Faculty desegregation: Financial assistance in exchange and visitation programs	-	100,000
General administration of State Plan	-	50,000
State committee on racially nondiscriminatory public post-secondary education	-	2,000

APPENDICES UNC

Appendix UNC-1

DESEGREGATION PLAN DRAFTING COMMITTEE

Co-Chairmen:

Dr. Charles R. Holloman, State Vice President, Department of Community Colleges, Education Building, Raleigh, North Carolina 27611

Mr. John L. Sanders, Vice President for Planning, The University of North Carolina, P. O. Box 2688, Chapel Hill, North Carolina 27514

Dr. Gordon Blank, President, Western Piedmont Community College, 1001 Burkemont Avenue, Morganton, North Carolina 28655

Mr. Henry Cooke, Chairman, Faculty Assembly of The University of North Carolina, Department of Mathematics, 207 Harrelson Hall, North Carolina State University at Raleigh, Raleigh, North Carolina 27607

Dr. Harold Delaney, Vice President for Student Services, The University of North Carolina, P. O. Box 2688, Chapel Hill, North Carolina 27514

Chancellor Lewis C. Dowdy, N. C. Agricultural and Technical State University, Greensboro, North Carolina 27411

Dr. Lyle Jones, Vice Chancellor and Dean of the Graduate School, The University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27514

Mr. John D. Knight, Guidance Counsellor and Director of Community Service Program, Nash Technical Institute, Box 2347, Rocky Mount, North Carolina

Chancellor Charles "A" Lyons, Fayetteville State University, Fayetteville, North Carolina 28301

Dr. Marsellette Morgan, Associate Vice President - Policy Development, Department of Community Colleges, Education Building, Raleigh, North Carolina 27611

Mr. Fred Morrison, Legal Counsellor to the Governor, Governor's Office, Administration Building, Raleigh, North Carolina 27611

Mr. Richard H. Robinson, Assistant to the President, The University of North Carolina, P. O. Box 2688, Chapel Hill, North Carolina 27514

Dr. Armistead Smith, Administrative Assistant to the President, Wayne Community College, P. O. Box 1868, Goldsboro, North Carolina 27530

Dr. Phillip Taylor, President, Halifax County Technical Institute, P. O. Drawer 809, Weldon, North Carolina 27890

Mr. Terrence A. Tollefson, Associate Vice President - Planning and Coordination, Department of Community Colleges, Education Building, Raleigh, North Carolina 27611

Chancellor Herbert Wey, Appalachian State University, Boone, North Carolina 28608

Appendix UNC-2

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

November 10, 1973

Honorable James E. Holshouser, Jr.
Governor of North Carolina
Governor's Office
Raleigh, North Carolina 27611

Dear Governor Holshouser:

I am replying to your letter of June 7, which included submissions by the State Board of Education, and to Dr. William C. Friday's letters of June 5 and 8, which included your State's official submission to the Department of Health, Education, and Welfare. After careful study of all the materials North Carolina has sent, we believe that an effective desegregation plan must include coordinated action between the two Boards which exercise responsibility for the North Carolina system of higher education. Therefore, we are writing to you, rather than to the Boards, to request that you initiate between these two agencies a closely coordinated effort to develop a comprehensive, detailed, and workable plan for the desegregation of the North Carolina higher education system.

On July 13, 1973, I acknowledged to Dr. William C. Friday receipt of your state's submission, "A State Program to Enlarge Educational Opportunity in North Carolina," as requested by my letter of May 19, 1973.

I appreciate the substantial amount of time and effort expended in the development of your submission. It clearly reflects the significant progress made by North Carolina in resolving the problems it faces in eliminating its dual system of higher education. I realize that the time constraints under which you were obliged to operate may not have provided adequate opportunity for you to explore all avenues with the thoroughness and detail you may have wished. Your State's submission does not provide us with a specific plan; rather it states a general "Program" which could lead to the development of a specific plan. This Program lacks sufficient detail to enable us to determine whether the points outlined will, in fact, accomplish the goal of eliminating the vestiges of duality in the higher education system of North Carolina. Although your program outlines many important areas for fruitful discussion, it contains no specific goals for faculty or student enrollment at the various institutions. Thus, our review of your submission, while indicating a good faith effort on the part of State officials, nevertheless indicates that the current submission for North Carolina's system of higher education falls short of complying with Title VI of the Civil Rights Act of 1964.

During the last five months, we have had the opportunity to focus more thoroughly on the issues involved and, as a consequence, we have developed additional criteria which we hope will assist the State in meeting the legal obligations imposed by Title VI. We believe that these criteria should significantly assist the State in the development of a plan which, when implemented, will bring the North Carolina higher education system into compliance with Title VI.

I. GENERAL

The overall objective of an acceptable plan is the desegregation of the North Carolina higher education system so that a student's choice of institution or campus, henceforth, will be based on other than racial criteria. This overall objective should be achieved through a plan for specific actions by the State System and its individual institutions, coordinated at the State level to promote a unified approach throughout the System.

As stated in the June 12, 1973, decision of the United States Court of Appeals for the District of Columbia in Adams:

> The problem of integrating higher education must be dealt with on a statewide rather than a school-by-school basis. [footnote omitted] Perhaps the most serious problem in this area is the lack of statewide planning to provide more and better trained minority group doctors, lawyers, engineers, and other professionals. A predicate for minority access to quality post-graduate programs is a viable coordinated statewide higher education policy that takes into account the special problems of minority students and of black colleges.

A. Burden and Impact

Your plan must be specific both as to objectives and processes, and action in the plan must be set forth in detail. The plan must include all State institutions of higher education (constituent universities, community colleges, and technical institutions) both those which were in existence during the period of State enforced segregation and those which, while opened or established after 1954, have, or may have perpetuated that segregation, or impacted upon the desegregation of the system.

The expected impact on desegregation anticipated to result from any action contained in the plan must be expressed in numerical terms, particularly with regard to faculty employment and student enrollment. Further, the impact of any actions developed subsequent to the submission of the plan must be projected prior to implementation. Such actions include the addition of new institutions, the enlargement of existing facilities, the modification of admissions standards systemwide or at any individual institution, and the addition or deletion of degree programs at any institution. New degree programs, construction, or other actions which impede desegregation will violate Title VI.

The North Carolina plan and its implementation may not place a greater burden on black as compared to white students, faculty and staff in any aspect of the desegregation process. Such burdens include the denial to students of course offerings, access to facilities, financial aid, or other benefits, and the denial to faculty and staff of equal salaries, benefits and seniority rights. The closing or downgrading of any of the predominantly black institutions in connection with desegregation would create a presumption that a greater burden is being placed upon the black students and faculty in the state.

B. Responsibility

Your plan should precisely identify the individuals, agencies, and institutions responsible for insuring the development and implementation of the plan. In light of the objective of disestablishment of the dual system in North Carolina, efforts at and between the individual higher educational institutions must be developed, coordinated and implemented with system-wide effect in mind.

In addition, if action by legislation or approval by State boards or other agencies is required as a precondition for implementation of all or any portion of the plan, the need for such approval must be stated and described.

C. Costs

All costs of implementation of your plan must be identified and estimated and the sources for their payment indicated.

D. Reporting

As your State Program anticipated, the North Carolina plan must include a method for systematic reporting to the Department of Health, Education, and Welfare. Reports should be submitted at least semi-annually and should include all relevant data relating to the implementation and the success or lack of success of your plan. It should also include the dates by which an action will be commenced and completed, as well as the sequence of steps necessary to accomplish the full desegregation of the higher education system in the State of North Carolina.

The Department of Health, Education, and Welfare cannot wait, as your submission suggests, until September, 1976, for a report on the data which you propose to collect from the constituent institutions. We urge that such information and additional information important to the projected desegregation proposals be submitted with your revised plan.

In your Program, reference is made to several planning documents and to studies conducted by North Carolina. These include: institutional affirmative action plans for employment; a 1962 Report of the Governor's Commission on Education Beyond the High School; Biennial Reports of the North Carolina Board of Higher Education, 1963-69, including a 1967 Interim Report and Recommendations; a 1967 report: "State-Supported Traditionally Negro Colleges in North Carolina;" a 1968 report: "Planning for Higher Education in North Carolina;" a 1968 Study of Student Financial Aid in North Carolina; a Board of Higher Education Study of admissions policies and practices; and the Code of the University of North Carolina. Please submit copies of the above documents, as well as any and all other documents or studies pertinent to our assessment of North Carolina's Title VI compliance.

C. Advisory Boards and Boards of Governance

We have been unable to determine the racial composition of any Advisory Boards and Boards of Governance in the State of North Carolina or determine whether their racial compositions have perpetuated your dual system of higher education. Please identify the various boards, agencies, and organizations in the State connected with the higher education program and their predecessors, beginning in 1953. As to each: (1) explain how the members are selected, (2) indicate the current and past membership by race since its inception or 1953, whichever is later, and (3) describe briefly the duties and functions of each. Specifically, your plan must provide information about the racial composition of and present proposals for the full desegregation of the various bodies responsible for higher education in North Carolina, including the Board of Governors of the University of North Carolina, the Advisory Budget Commission, the State Education Assistance Authority, the Commission on Higher Education Facilities, the State Board of Education, the various Advisory Groups to the President of the University of North Carolina, and the Boards of Trustees of each institution.

F. Biracial Committee

In order to insure meaningful participation in the development of the plan and support for its implementation by both academia and the community at large, we recommend that the State establish a special biracial committee including persons of each race not presently employed by the State, as well as one or more representatives of the predominantly black institutions, and having a proportion of black members at least equal to the current proportion of black twelfth grade students in the State of North Carolina. This special committee should be charged with the specific responsibility of developing a desegregation plan, either alone, or in conjunction with the appropriate state officials. We would also suggest that this special committee approve the plan and participate in its implementation. If you decide to follow this suggestion, we would appreciate receiving with your response a description of the composition and the mode of selection of the members of this special committee.

G. Non-Academic Employment, Contractual Services and University-Related Services and Organizations

Your plan must provide for the elimination of discrimination in non-academic employment. Your Program states, among other things, that the University "will improve minority representation on its general administrative staff . . . . " Your plan should provide for desegregation of the administrative staff of each institution: financial aid, admissions, recruitment, placement, housing and counseling officers and staffs, and all other personnel who deal with students.

Your plan must also provide for the elimination of discrimination in provision of services by outside organizations through contracts and in the operation of entities related to or a part of institutions, such as the agricultural extension service and experiment stations related to land grant institutions. These areas of activity are so closely related to the operation of the higher education system and its component institutions that continued discrimination in them will affect the provision of equal educational opportunities. Your submission recognizes the importance of the inclusion of these areas in its general commitment to nondiscriminatory education. Your plan, however, must provide specific steps by which such discrimination will be eliminated.

II. STUDENTS

The objective of your plan in this area is the enrollment of a significant number of students of both races at each institution in your System.

We note that 17.6 percent of the full-time student body in the University of North Carolina system is black. We note further that the student bodies of each of the five predominantly black institutions are 94 percent black or higher, while blacks comprise less than 5 percent of each of the remaining institutions with the exception of special-purpose North Carolina School of the Arts. According to the statistics you have provided, black students comprise 3.5 percent of the professional school population at the University of North Carolina at Chapel Hill, 0 percent at East Carolina, and under 4 percent of the full-time graduate school enrollments of every institution except Charlotte (7.7 percent) and Central (85.8 percent). It appears that considerable efforts must be made in several areas to desegregate the student bodies at the sixteen University of North Carolina institutions.

A. Role of Institutions

1. Academic

Your Program does not detail the role and scope for each of the constituent institutions in the University of North Carolina System. For example, you have stated that North Carolina A and T "has expanded its curricula to assume larger responsibilities and services to meet the needs of its constituency." You do not elaborate, however, on how the curricula has been expanded, what larger responsibilities and services have been assumed, what the needs of this constituency are, or who the constituency is.

Your plan therefore must contain a statement of each institution's role expressed in a non-racial manner and including both academic and structural elements. Any statement that a given institution is meant for individuals of a particular race will violate Title VI. The description of the role must include: (1) a summary of the educational program to be offered at each institution, (2) the students whom such institutions are to serve, and (3) the potential opportunities for such students in employment or in further education as a result of completion of the educational program of the institution.

The maintenance of an image at any of the predominantly black institutions in North Carolina as institutions which provide leadership for the underprepared, the poor, the late-bloomers or the handicapped, will likely perpetuate the image of an institution as one for persons who are unable to succeed in an ordinary academic environment; and, thus, as an institution which, as a consequence of the make-up of its student body, offers an education which is less prestigious to that offered by other institutions in the State. Therefore, your plan should avoid these designations unless they are accompanied by (1) an explanation of the criteria by which students will be assessed as to their need for such special treatment and (2) a detailed description of the particular programs and services to be provided. In any event, appropriate support programs must be offered throughout the System to ensure desegregation.

2. Structural

The North Carolina system of higher education, as is pointed out in the June 5 letter and in your State Program, consists of community colleges, technical schools, four and five year senior colleges, regional and nonregional institutions.

This concept of structural identification for the various institutions in the North Carolina System may be consistent with the elimination of the dual system of higher education. However, it is not clear from your submission that the application of this concept to your System is operating to promote desegregation. You should, therefore, effect sufficient differentiation in the academic roles to insure increased enrollment at each university by members of the race traditionally in the minority. Similarly, you should consider providing for sufficient differentiation in academic role to counterbalance the apparent overlap in mission between the traditionally black State institutions and the community colleges located near them.

B. Curriculum

The placement of curricula at an institution constitutes an important element of its institutional role.

While your stated intention to increase the academic excellence of the predominantly black schools as part of your desegregation effort is commendable, your general listing of projected areas of graduate and undergraduate study provides us with no means of evaluating whether such additional programs, will, in fact, improve the academic standing of the institution and thereby aid in its desegregation. Moreover, despite the programs described in your plan, there is no description of the way in which existing or new courses and programs at either the undergraduate or graduate level are specifically designed to effectuate the various institutional roles.

Your plan, therefore, must indicate the broad nature of the curricular offerings at each institution which are designed to aid in the implementation of its role, with particular emphasis on the impact of these course offerings on desegregation. The plan should show (a) the impact of such programs on faculty and student desegregation in numerical terms; (b) whether such programs are duplicated elsewhere; and if so, (c) where such duplication exists.

1. Inter-institutional Cooperation

As is pointed out in your Program, widespread opportunities for cooperation between many institutions in the North Carolina system appear to exist. Although the Program enumerates several schools where such cooperation could be expanded, it does not outline specific steps that could and will be taken toward cooperation that are intended to contribute to the process of desegregation. Your plan must describe in detail any current and proposed cooperative programs between the following institutions, among others:

1) Elizabeth City and the College of the Albermarle;
2) North Carolina A. and T. and University of North Carolina - Greensboro;
3) North Carolina Central and University of North Carolina - Chapel Hill, North Carolina State, and Duke (Research Triangle);
4) Fayetteville State and North Carolina State;
5) North Carolina A. and T. and North Carolina State;
6) Winston-Salem and other schools in that city;
7) Fayetteville State and Pembroke State; and
8) Each of the five predominantly black institutions and proximate community colleges and technical institutes.

Appendix E provides little information regarding the content of programs of inter-institutional cooperation between predominantly black and predominantly white institutions. Your plan must contain a detailed description of such programs, including: the number of black and white students or faculty involved in any exchanges; the nature and duration of such exchanges; as well as a description of how each program contributes to the desegregation process.

Your plan must also contain a similar account of those cooperative programs which are projected for the near future, including additionally: which institutions will be participating; when these programs will be implemented; and what type and quantity of resource allocations will be required.

2. Institutional Duplication

There is an indication in your submission that the structure of the North Carolina higher education system is based, in part, upon academic specialization. This theory may include the related concept of elimination of duplicative curricula, which does not necessarily imply that all similar or duplicative degree programs at different institutions need be eliminated. Accordingly, we believe that your plan should address the existing duplication of curricular offerings in specialized areas in conjunction with achieving the differentiation of institutional roles discussed earlier in this letter. In addition, your plan should consider the curricular offerings in the State as a whole before instituting new courses or programs.

Your plan should identify, for example, the areas of "unjustified duplication", describe the goals and objectives of any "special academic programs," and explain the proposed development of programs "with different emphases." You are correct in your understanding that "in the process of elimination of historically racially-based duplication merger of institutions will not be required." Your plan, however, must itemize areas in which you think "duplication is warranted, where it should be limited, and where it should be eliminated." Your plan must also explain why "extensive duplication" at the undergraduate level will not perpetuate duality.

Building upon the analyses which the State has already undertaken, if you believe that existing course or program duplication may impede your desegregation efforts, you should consider including in your plan methods to create sufficient differentiation between campuses as will promote further desegregation in your State System. Such methods could take the form of (a) placing or realigning curricula at particular institutions to enable them to compete aggressively for students of the race not traditionally identified with those institutions, or (b) eliminating duplicative programs. It should be stressed, however, that the latter recommended method does not imply that all program duplication need be eliminated. Core courses, particularly those in the more traditional disciplines, may be retained at all locations, while more specialized or technical programs might be allocated among institutions in a manner designed to promote desegregation. In connection with achieving appropriate academic differentiation among the various institutions, you should consider existing curricula throughout the State prior to initiating new courses or programs. An of the methods suggested above could be undertaken on a local, statewide, or regional basis.

C. Retention of Black Students

Elimination of your dual system of higher education may not result in a reduction in the percentage of black students graduating from four-year institutions in the State or from graduate and professional level programs at State institutions. If black students in predominantly white institutions show a significantly greater attrition rate than black students in predominantly black institutions, or than white students at predominantly white institutions, the plan must provide for implementation of appropriate academic development programs at the predominantly white institutions designed to eliminate the disparate attrition levels.

Your Program states generally that the University "will investigate" opportunities "to initiate, continue or enlarge compensatory and remedial programs for disadvantaged" students where "chances of success, with academic and financial assistances, are realistic." Your program also states that the University will make "affirmative efforts" to expand minority aid. Your plan, therefore, should describe in detail all programs designed to insure sufficient academic and financial assistance to accomplish effective desegregation.

Further, the University of North Carolina must insure that no one constituent institution or group of institutions assumes the major role of compensatory education. The task must be shared by each institution in the system, and the role and impact of the community college system must also be closely examined in this regard.

D. Discrimination at the Institution Level

The elimination of discriminatory policies and practices at individual campuses is both a means to achieving system-wide desegregation as well as an end in itself. Such policies and practices encompass institutional recruiting and admissions programs, student financial aid, college-supported housing, health care, employment services, training assignments such as student teaching, part-time University employment, other supportive services, and inter-collegiate athletic programs. Much of the discrimination often found to exist in these areas may be remedied by corrective action at the institutional level.

Your plan should describe the steps and provisions made by the state system for the coordination and supervision of efforts to eliminate discrimination at individual institutions. (For example, it should detail actions that will be taken if student organizations do not file statements of nondiscriminatory policy or file such statements but discriminate nevertheless in their membership or activities).

Where inter-institutional activities are conducted between groups of institutions organized on a racial basis (e.g., athletic conferences composed entirely of either predominantly white or predominantly black colleges), action by the State will be required to realign such racially based groupings.

The Office for Civil Rights will continue to monitor individual institutions in these areas to insure that all discrimination is eliminated, and acceptance of your State plan will not relieve these institutions of their individual responsibilities.

III. RECRUITMENT AND OTHER ACTIONS AFFECTING ADMISSIONS

A vital component of any desegregation effort is the recruitment of qualified persons of all races to attend all State institutions. Your Program states that institutions will review admissions policies and practices to "insure" there is no racial discrimination, that recruitment of minority (white or black) students "will be planned so to overcome effects" of past discrimination, that high school students "will be encouraged" to attend appropriate University functions, and that cooperation with high school counselors will be "increased" so that minority students will be aware of aid and special programs and will be "encouraged to apply for admission." Certainly, these objectives are important considerations in the development of a specific plan. Your plan must, however, describe in much greater detail how these and other objectives will be implemented and how specified steps will lead to a projected significant increase of black students at the predominantly white institutions.

Your plan should provide for a recruitment program which will insure that potential applicants to institutions at all levels of the system will be equally informed as to the merits of each institution in the system.

Since it has come to our attention that there have been incidents in several states where predominantly black institutions have experienced severe difficulty in recruiting white students because of the attitudes of high school counselors and administrators, we anticipate that your plan will provide that recruitment programs be carried out with cooperation between all of the individual institutions and will provide for positive participation in the effort by high school counselors. Your plan should assure that predominantly black schools do not experience difficulty in recruiting white students because of the attitudes of high school counselors or administrators, and that black high school students are not counseled primarily or only toward the predominantly black schools.

IV. PROJECTIONS

A. Student Projections

We are unable to assess the validity of various specific actions proposed in your Program because of the absence in your submission of projected goals for student enrollment related to these actions.

As part of our evaluation of your submission, however, we have analyzed the movement of black students into traditionally white institutions, as well as the movement of white students into the traditionally black institutions. This analysis reveals that little progress has been made by North Carolina in its efforts to desegregate the higher education system of the State.

For the purpose of this analysis, we have adopted as an indicator of the elimination of the vestiges of discrimination in student assignment a percent of white students at predominantly black institutions equal to at least one-third of their student bodies, and as to each predominantly white institution in the System, the enrollment of significant numbers of black students at each such institution. Further, we note from the information available to us in the Department of Health, Education and Welfare's 1972 Survey of Twelfth Grade Enrollment that there were approximately 26.88 percent black students in North Carolina's twelfth grade population in Fall, 1972. This figure is substantially higher than the approximately 17.6 percent full-time black students enrolled in the North Carolina System of higher education during 1972-1973. We would expect that by diligent recruitment efforts you can increase the percentage of black high school students entering the North Carolina System of higher education and thus improve the projections as to the amount of desegregation which can be achieved.

B. Faculty and Staff

The objective in the area of faculty is to achieve system-wide desegregation such that a significant number of faculty and staff of both races will be located at each institution in the system.

With respect to faculty, we note that blacks comprise 9.6 percent of the faculty at constituent institutions, 90 percent of whom are at the five predominantly black institutions. Only 1.1 percent of the faculty at the eleven predominantly white institutions are black. You state that each institution is "in the process of setting goals for minority faculty recruitment" and that institutions will "intensify efforts" in this area and "encourage" faculty exchanges and visiting appointments. Your submission also states that the General Administration "will assign staff members" to the various campuses to discuss and analyze the problems of recruiting black faculty.

We feel that this segment of your Program is lacking in several respects:

1) Your Program does not provide any data in your submission regarding the racial composition of faculty by rank.

2) Appendix G does not define "all other". To assess accurately faculty racial compositon, we would need to know the definition of this category.

3) Your Program does not specify methods, goals, or sources for faculty recruitment, nor do you specify how you will "intensify efforts in recruitment or encourage" exchanges. You also do not discuss how these items will significantly increase the number and percentage of white faculty at predominantly black institutions and black faculty at predominantly white institutions. Your plan must describe in detail the process by which this objective will be met and must formulate numerical goals which project the anticipated results of that process.

4) Your Program does not mention the development of any graduate level programs at North Carolina institutions to significantly increase the number of black faculty members at predominantly white institutions. Your recruitment efforts should include both faculty and staff who are presently employed in the system as well as graduate degree candidates of both races.

In addition to implementation of faculty and staff recruitment programs, your state may seek increased faculty and staff desegregation in connection with such realighment of currently duplicative degree programs as you find necessary to effectuate the plans you have already begun to formulate concerning academic specialization. If this realignment approach is taken, tenured faculty should be included, and no faculty or staff member should be reassigned to the detriment of his or her eligibility for tenure and other employment benefits.

Faculty desegregation may also be increased through use of the mechanism of tenure. The tenure method would require an institution to include in its consideration of applicants for tneured positions non-tenured faculty from all other State institutions, thus creating increased opportunities for faculty of one race to teach at an institution where their race is currently in the minority. Should your recruitment program fail to achieve the objectives of faculty desegregation, actions such as those described above will be required to incure your system's compliance with Title VI. Any reduction in the percentage of tenured or non-tenured black faculty and staff in the system will be a violation of Title VI.

At the present time, we are unable to assess the validity of various specific actions proposed in your Program because of the absence in your submission of projected goals for faculty and staff employment at the constituent institutions. Your revised plan must provide such goals, relating such actions to faculty and staff employment.

V. RESOURCES

The objective in this area is to assure that resources provided by the State to predominantly black institutions are comparable to those provided at all other State institutions of similar size, level, and specialization. These resources inslude: (1) the number and quality of facilities; (2) the level of per capita expenditures by the institutions; (3) the amount and availability of student financial aid provided from State sources; (4) the quality of instructional and non-instructional programs, services, and staff; and (5) the number and quality of degree offerings available. Your plan must describe how the educational programs offered at historically black institutions and those offered at all other similar State institutions will be made comparable in quality, or it must show that resource comparability has been achieved. As to instructional staff, your plan must provide for such training and further education of present faculty and staff members as will promote desegregation and comparability. Your submission contains no specific information on how resource comparability is to be achieved in the system.

A. Financial Assistance to Black Institutions

Your Program does not provide information regarding the degree to which proposed, present, or past special assistance funding has narrowed or will narrow the gap in the quality of facilities, or in the level of per capita expenditures, financial aid capabilities, and teachers salaries between the predominantly black and predominantly white institutions of the State. Your plan must insure that the range and quality of present and proposed instructional and non-instructional programs, services, and degree offering provided by predominantly black institutions are comparable to those offered by predominantly white institutions.

B. Construction and Expansion

Neither your Program, nor Exhibits C and D, offer any information regarding the comparability of the quantity or quality of existing physical plants in predominantly black and predominantly white institutions. Such information is needed in order to assess the effect of proposed and recent expansion on the upgrading of predominantly black institutions in North Carolina. Your plan must describe how recent or proposed expansion will contribute to the desegregation process.

As your Program points out, as of July 1, 1972, "for the first time there is a governance structure empowered to develop, facilitate, and discharge at both state wide and institutional levels state policy in higher education." We agree that the Board of Governors of the University of North Carolina "is in a position to implement both policy and statutory determinations" and "to develop comprehensive plans for the total post-secondary field in cooperation with the Community College System and the private sector." We trust the State of North Carolina will utilize this opportunity to develop a comprehensive, detailed, and workable plan for the desegregation of its higher education system.

We appreciate the efforts which your State has made to date, and we hope that you will find this response useful in revising your submission. We would appreciate receiving your revised plan within ninety days of the date of this letter. In this connection, it should be noted that it will be our policy to release copies of your revised plan to members of the public if we are asked to do so.

During the coming weeks, my staff and I will be available to meet with you or with members of the State system staff either in Washington or in North Carolina at your request. In addition, we may desire further information from you or you from us. We anticipate spending some time in the State seeking, where necessary, further information on which to evaluate your plan and attempting, whenever possible, to gain a better understanding of your system and the problems with which you are confronted.

If you have any questions, please do not hesitate to contact Dr. Mary Lepper, Director, Higher Education Division, or Mr. Burton Taylor, Chief, Policy and Planning, Higher Education Division. Dr. Lepper's telephone number is Area Code 202 245-1801. Mr. Taylor may be reached at Area Code 202 963-7993. After November 16, Mr. Taylor may be reached at (202) 245-7220.

Sincerely yours,

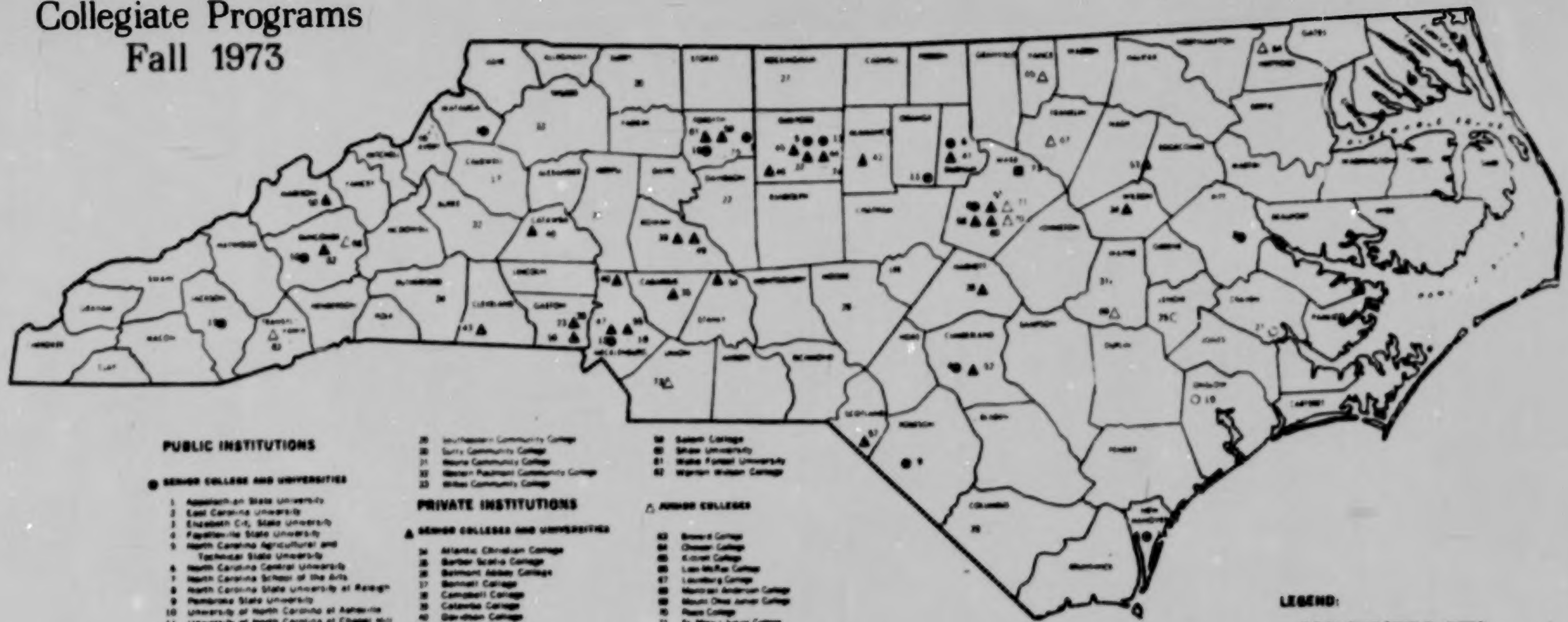
Peter E. Holmes

Peter E. Holmes
Director
Office for Civil Rights

cc: Dr. William C. Friday
Dr. Ben E. Fountain, Jr.
Presidents, North Carolina Institutions
HEW Regional Director
HEW Regional Attorney
HEW Regional Civil Rights Director

Appendix UNC-3

NORTH CAROLINA
Institutions with
Collegiate Programs
Fall 1973



PUBLIC INSTITUTIONS

● SENIOR COLLEGES AND UNIVERSITIES

1 Appalachian State University
2 East Carolina University
3 Elizabeth City State University
4 Fayetteville State University
5 North Carolina Agricultural and Technical State University
6 North Carolina Central University
7 North Carolina School of the Arts
8 North Carolina State University at Raleigh
9 Pembroke State University
10 University of North Carolina at Asheville
11 University of North Carolina at Chapel Hill
12 University of North Carolina at Charlotte
13 University of North Carolina at Greensboro
14 University of North Carolina at Wilmington
15 Western Carolina University
16 Winston-Salem State University

COMMUNITY COLLEGES

17 Caldwell Community College
18 Central Piedmont Community College
19 Coastal Carolina Community College
20 College of the Albemarle
21 Craven Community College
22 Davidson County Community College
23 Gaston College
24 Isothermal Community College
25 Lenoir Community College
26 Mitchell Community College
27 Rockingham Community College
28 Sandhills Community College
29 Southeastern Community College
30 Surry Community College
31 Wayne Community College
32 Western Piedmont Community College
33 Wilkes Community College

PRIVATE INSTITUTIONS

▲ SENIOR COLLEGES AND UNIVERSITIES

34 Atlantic Christian College
35 Barber-Scotia College
36 Belmont Abbey College
37 Bennett College
38 Campbell College
39 Catawba College
40 Davidson College
41 Duke University
42 Elon College
43 Gardner-Webb College
44 Greensboro College
45 Guilford College
46 High Point College
47 Johnson C. Smith University
48 Lenoir Rhyne College
49 Livingstone College
50 Mars Hill College
51 Meredith College
52 Methodist College
53 North Carolina Wesleyan College
54 Pfeiffer College
55 Queens College
56 Sacred Heart College
57 St. Andrews Presbyterian College
58 Saint Augustine's College
59 Salem College
60 Shaw University
61 Wake Forest University
62 Warren Wilson College

△ JUNIOR COLLEGES

63 Brevard College
64 Chowan College
65 Kittrell College
66 Lees-McRae College
67 Louisburg College
68 Montreat-Anderson College
69 Mount Olive Junior College
70 Peace College
71 St. Mary's Junior College
72 Wingate College

■ THEOLOGICAL SEMINARY

73 Southeastern Baptist Theological Seminary

□ BIBLE COLLEGES

74 John Wesley College
75 Piedmont Bible College

LEGEND:

● Public Senior College or University	[illegible]
○ Public Community College	[illegible]
▲ Private Senior College or University	[illegible]
△ Private Junior College	[illegible]
SUBTOTAL	[illegible]
■ Theological Seminary	[illegible]
□ Bible College	[illegible]
TOTAL	[illegible]

Appendix UNC-4

ENROLLMENT TRENDS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY PUBLIC AND PRIVATE INSTITUTIONS, 1900-1973

Year (Fall)	Public Institutions		Private Institutions		All Institutions
	Number	Percent	Number	Percent	Number
1900	1,766	37.6%	2,932	62.4%	4,698
1910	2,581	39.2	4,005	60.8	6,586
1920	4,751	59.7	3,210	40.3	7,961
1930	9,324	49.3	9,605	50.7	18,929
1940	15,233	47.7	16,713	52.3	31,946
1946	21,518	49.9	21,582	50.1	43,100
1947	23,912	51.3	22,686	48.7	46,598
1948	23,657	51.4	22,382	48.6	46,039
1949	24,247	52.5	21,956	47.5	46,203
1950	23,870	53.4	20,872	46.6	44,742
1951	21,877	53.7	18,831	46.3	40,708
1952	22,314	54.0	19,013	46.0	41,327
1953	22,888	53.4	19,967	46.6	42,855
1954	23,867	51.9	22,131	48.1	45,998
1955	25,968	52.0	23,957	48.0	49,925
1956	28,228	51.8	26,306	48.2	54,534
1957	28,414	50.8	27,481	49.2	55,895
1958	30,498	50.8	29,575	49.2	60,073
1959	33,063	52.2	30,325	47.8	63,388
1960	35,894	53.1	31,679	46.9	67,573
1961	40,056	53.3	35,145	46.7	75,201
1962	43,419	53.7	37,385	46.3	80,804
1963	47,567	55.3	38,518	44.7	86,085
1964	52,541	56.2	40,892	43.8	93,433
1965	60,922	58.1	43,930	41.9	104,852
1966	67,065	59.5	45,740	40.5	112,805
1967	73,708	61.1	46,850	38.9	120,558
1968	79,076	62.3	47,763	37.7	126,839
1969	84,427	63.9	47,708	36.1	132,135
1970	92,597	65.9	47,888	34.1	140,485
1971	96,371	66.0	49,636	34.0	146,007
1972	98,407	66.5	49,618	33.5	148,025
1973	101,378	67.5	48,883	32.5	150,261

Appendix UNC-5

GENERAL CHARACTERISTICS OF ENROLLMENT* IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1973

Enrollment Characteristics	Public Institutions		Private Institutions		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Jr. & Sr. Institutions						
Two-Yr. Institutions	9,194**	9.1%	6,273	12.8%	15,467	10.3%
Sr. Institutions	92,184***	90.9	42,610****	87.2	134,794	89.7
Sex						
Men	56,693	55.9	27,260	55.8	83,953	55.9
Women	44,685	44.1	21,623	44.2	66,308	44.1
Residence Status						
In-State	88,758	87.6	25,842	52.9	114,600	76.3
Out-of-State	12,620	12.4	23,041	47.1	35,661	23.7
Full-Time & Part-Time						
Full-Time	81,955	80.8	45,721	93.5	127,676	85.0
Part-Time	19,423	19.2	3,162	6.5	22,585	15.0
Level of Instruction						
Freshman	29,335	28.9	14,521	29.7	43,856	29.2
Sophomore	19,593	19.3	11,202	22.9	30,795	20.5
Junior	17,046	16.8	8,142	16.7	25,188	16.8
Senior & Fifth Year	15,921	15.7	7,814	16.0	23,735	15.8
Special & Occupational	3,830	3.8	2,319	4.7	6,149	4.1
Total Undergraduate	85,725	84.5	43,998	90.0	129,723	86.4
First Professional	1,775	1.8	2,336	4.8	4,111	2.7
Graduate	13,878	13.7	2,549	5.2	16,427	10.9
GRAND TOTAL	101,378	100.0	48,883	100.0	150,261	100.0

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* Resident credit enrollment only. This excludes students in extension, correspondence, adult education, short courses, and students enrolled for individual lessons or auditing.

** College parallel only. Does not include special credit students.

*** Includes military centers.

**** Includes theological seminary and Bible colleges.

Appendix UNC-6

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENT CHANGE BY INSTITUTION, 1963-1973

Institution	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972	Percent Change 1963-1973
PUBLIC INSTITUTIONS													
UNIVERSITY OF NORTH CAROLINA													
Appalachian	3,186	3,428	3,954	4,417	4,939	5,580	6,252	6,665	7,345	7,352	7,545	2.6%	136.8%
East Carolina	5,930	6,599	7,728	8,823	9,360	9,258	9,788	10,007	10,106	10,286	10,068	-2.1	69.8
Elizabeth City	885	998	1,013	992	955	1,009	1,039	1,104	1,084	1,109	1,146	3.3	29.5
Fayetteville	1,013	1,145	1,195	1,142	1,159	1,243	1,137	1,419	1,490	1,643	1,790	8.9	76.7
N.C. A and T	3,005	3,227	3,435	3,595	3,930	3,844	3,714	3,797	4,445	4,510	4,751	5.3	58.1
N.C. Central	2,609	2,651	2,779	3,226	3,086	3,042	3,290	3,541	3,723	4,028	4,062	0.8	55.7
N.C. School of the Arts	-	-	-	115	192	218	256	288	328	351	378	7.7	-
N.C. State University	8,207	8,878	9,806	10,203	10,845	11,964	12,691	13,340	13,483	13,809	14,257	3.2	73.7
Pembroke	934	1,058	1,350	1,410	1,495	1,564	1,696	1,926	2,077	1,980	1,918	-3.1	105.4
UNC-Asheville	545a/	470a/	594a/	565a/	691a/	748a/	869	988	1,107	1,129	1,125	-0.4	106.4
UNC-Chapel Hill	11,297	12,155	13,130	14,156	15,601	16,233	16,430	18,130	19,160	19,224	19,396	0.9	71.7
UNC-Charlotte	1,414a/	1,512a/	1,815	1,715	2,014	2,351	3,085	4,068	4,676	5,159	6,123	18.7	333.0
UNC-Greensboro	3,737	4,249	4,721	4,930	5,365	5,889	6,423	6,703	6,983	7,411	7,856	6.0	110.2
UNC-Wilmington	927a/	968a/	1,055a/	1,201a/	1,222a/	1,240a/	1,425	1,772	1,930	2,280	2,542	11.5	174.2
Western Carolina	2,289	2,431	3,001	3,652	3,965	4,310	4,670	5,125	5,330	5,640	5,844	3.6	155.3
Winston-Salem	1,160	1,115	1,242	1,295	1,325	1,301	1,346	1,401	1,623	1,720	1,653	-3.9	42.5
UNC Total	47,138	50,884	56,818	61,437	66,144	69,794	74,111	80,274	84,890	87,631	90,454	3.2	91.9
MILITARY CENTERS													
Fort Bragg	-	-	470	683	971	1,070	936	1,068	1,061	1,020b/	891	-12.6	-
Camp Lejeune (ECU)	-	198	449	427	450	408	362	322	365	369	385	4.3	-
Cherry Point (ECU)	-	-	195	303	344	387	308	314	411	419	454	8.4	-
Seymour Johnson (ECU)	-	242	277	171	220	247	167	139	-	-	-	-	-
Mil. Ctrs. Total	-	440	1,391	1,584	1,985	2,112	1,773	1,843	1,837	1,808	1,730	-4.3	-
COMMUNITY COLLEGESc/													
Caldwell	-	-	-	-	-	-	-	177	263	267	284	6.4	-
Central Piedmont	220	239	594	690	1,042	1,579	2,187	3,059	2,339	2,279	2,165	-5.0	884.1
Coastal Carolina	-	-	-	-	-	-	-	224	380	399	465	16.5	-
Col. of The Albemarle	209	282	443	380	459	498	514	583	500	416	358	-14.0	71.3
Craven	-	-	-	-	-	-	-	-	-	-	73e	-	-
Davidson County	-	-	-	204	374	470	570	606	618	547	538	-1.6	-
Gaston	-	696	1,116	948	801	1,071	942	1,134	844	681	626	-8.1	-
Isothermal	-	-	-	117	202	312	313	312	174	219	251	14.6	-
Lenoir	-	-	-	298	477	576	679	680	609	617	581	-5.8	-
Mitchell	-	-	-	-	-	-	-	-	-	-	454e	-	-
Rockingham	-	-	-	214	399	503	549	588	568	533	462	-13.3	-

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENT CHANGE BY INSTITUTION, 1963-1973

Institution	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972	Percent Change 1963-1973
COMMUNITY COLLEGES[c] (Cont.)													
Sandhills	-	-	229	420	519	552	684	820	796	669	585	-12.6%	-
Southeastern	-	-	331	293	445	442	574	638	712	622	512	-17.7	-
Surry	-	-	-	139	266	301	381	431	455	470	675	43.6	-
Wayne	-	-	-	-	-	182	337	413	575	516	568	10.1	-
Western Piedmont	-	-	-	248	425	473	531	487	454	417	347	-16.8	-
Wilkes	-	-	-	93	170	211	282	328	357	316	250	-20.9	-
Com. Col. Total	429	1,217	2,713	4,044	5,579	7,170	8,543	10,480	9,644	8,968	9,194	2.5	2,043.1%
PUBLIC TOTAL	47,567	52,541	60,922	67,065	73,708	79,076	84,427	92,597	96,371	98,407	101,378	3.0	113.1
PRIVATE INSTITUTIONS													
SENIOR COLLEGES AND UNIVERSITIES													
Atlantic Christian	1,325	1,289	1,447	1,525	1,479	1,567	1,544	1,747	1,794	1,770	1,721	-2.8	29.9
Barber-Scotia	315	315	355	369	450	609	560	537	550	508	456	-10.2	44.8
Belmont Abbey	619	667	702	775	790	819	775	679	718	565	622	10.1	0.5
Bennett	589	591	642	645	669	684	627	572	581	545	537	-1.5	-8.8
Campbell	1,836	2,002	2,191	2,267	2,348	2,402	2,306	2,207	2,401	2,341	2,207	-5.7	20.2
Catawba	854	868	868	998	1,046	1,051	1,046	1,099	1,132	1,162	1,147	-1.3	34.3
Davidson	1,000	1,006	1,001	1,008	1,003	1,035	1,033	1,034	1,087	1,118	1,187	6.2	18.7
Duke	6,421	6,695	6,960	7,396	7,445	7,320	7,734	7,948	8,446	8,849	9,043	2.2	40.8
Elon	1,248	1,320	1,344	1,409	1,454	1,817	1,843	1,715	1,862	1,873	2,005	7.0	60.6
Gardner-Webb	720[d]	909[d]	1,172[d]	1,216[d]	1,288[d]	1,303[d]	1,448	1,528	1,420	1,543	1,525	-1.2	111.8
Greensboro	589	533	587	612	668	690	676	590	590	626	551	-12.0	-6.5
Guilford	1,632	1,661	1,862	1,765	1,573	1,601	1,782	1,757	1,740	1,610	1,584	-1.6	-3.0
High Point	1,404	1,558	1,562	1,382	1,355	1,333	1,131	1,103	1,060	1,086	1,020	-6.1	-27.4
Johnson C. Smith	976	1,048	1,055	1,101	1,290	1,339	1,244	1,136	1,036	1,043	1,083	3.8	11.0
Lenoir Rhyne	1,142	1,212	1,321	1,335	1,305	1,309	1,314	1,341	1,395	1,360	1,366	0.4	19.6
Livingstone	726	704	777	823	893	859	809	720	754	744	750	0.8	3.3
Mars Hill	1,288	1,324	1,348	1,331	1,324	1,268	1,257	1,494	1,467	1,504	1,515	0.7	17.6
Meredith	857	870	850	844	860	863	946	1,109	1,291	1,362	1,357	-0.4	58.3
Methodist	470	614	814	944	1,063	982	894	810	756	658	631	-4.1	34.2
N.C. Wesleyan	450	565	651	656	670	643	645	631	617	585	501	-14.4	11.3
Pfeiffer	829	843	917	906	936	958	834	882	1,088	1,100	1,037	-5.7	25.1
Queens	928	925	935	834	819	809	705	658	673	595	633	6.4	-31.8
Sacred Heart	208[d]	196[d]	372[d]	415	364	467	455	350	318	225	175	-22.2	-15.9
St. Andrews	898	909	931	955	913	900	898	863	892	869	716	-17.6	-20.3
St. Augustine's	766	733	814	956	1,031	1,039	1,109	1,103	1,286	1,442	1,488	3.2	94.2
Salem	498	500	551	581	590	552	547	526	525	610	620	1.6	24.5
Shaw	650	721	766	961	1,103	1,085	1,203	1,154	1,060	1,259	1,529	21.4	135.2
Wake Forest	2,958	2,920	2,996	3,022	3,163	3,177	3,210	3,326	3,738	4,013	4,116	2.6	39.1

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENT CHANGE BY INSTITUTION, 1963-1973

Institution	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973		Percent Change 1963-1973
											Number	% Change Over 1972	
SR. COL. & UNIV. (Cont.)													
Warren Wilson	286	257	278	277	307	376	401	373	360	374	388	3.7%	35.7%
Sr. Col. & Univ. Total	32,482	33,755	36,069	37,308	38,199	38,857	38,976	38,992	40,637	41,339	41,510	0.4	27.8
THEOLOGICAL SEMINARY													
Southeastern Baptist Theological Seminary	575	555	516	484	547	582	570	520	552	581	634	9.1	10.3
BIBLE COLLEGES													
John Wesley	25	41	41	49	56	61	40	66	59	62	69	11.3	146.4
Kernersville Wesleyan	45	67	98	116	111	94	77	71	-	-	-	-	-
Piedmont	158	188	226	260	285	329	365	387	385	399	397	-0.5	151.3
Bible Col. Total	231	296	365	425	452	484	482	524	444	461	466	1.1	101.7
JUNIOR COLLEGES													
Brevard	409	431	527	615	645	639	614	595	531	447	477	6.7	16.6
Chowan	902	1,155	1,179	1,234	1,302	1,338	1,316	1,483	1,545	1,224	1,149	-6.1	27.4
Kittrell	-	180	132	182	276	316	334	380	554	501	336	-32.9	-
Lees-McRae	425	510	610	613	624	687	631	660	670	669	721	7.8	69.6
Louisburg	632	663	675	691	700	823	815	785	777	744	737	-1.0	16.6
Mitchell	519	557	602	629	543	539	578	546	576	470	-e/	-	-
Montreat-Anderson	253	339	401	466	463	466	470	353	313	363	378	4.1	49.4
Mount Olive	201	260	325	363	385	346	313	345	328	300	286	-4.7	42.3
Oak Ridge	66	52	46	-	-	-	-	-	-	-	-	-	-
Peace	329	373	405	400	379	429	471	489	504	508	460	-9.4	39.8
St. Mary's	283	279	284	349	354	346	322	321	341	308	315	2.3	11.3
Southwood	87	167	308	339	346	272	209	253	197	153	-	-	-
Vardell Hall	-	-	-	81	67	51	-	-	-	-	-	-	-
Wingate	1,124	1,320	1,486	1,561	1,568	1,588	1,607	1,642	1,667	1,550	1,414	-8.8	25.8
Jr. Col. Total	5,230	6,286	6,980	7,523	7,652	7,840	7,680	7,852	8,003	7,237	6,273	-13.3	19.9
PRIVATE TOTAL	38,518	40,892	43,930	45,740	46,850	47,763	47,708	47,888	49,636	49,618	48,883	-1.5	26.9
GRAND TOTAL	86,085	93,433	104,852	112,805	120,558	126,839	132,135	140,485	146,007	148,025	150,261	1.5	74.5

a/Not in the Consolidated University system in that year.
b/Fayetteville State University assumed major responsibility for this branch in Fall 1972.
c/College parallel programs only.
d/Junior college in that year.
e/Became community college in that year.
NOTE: Fayetteville State University is in charge of undergraduate programs and East Carolina University, North Carolina State University, and UNC-Charlotte are in charge of graduate programs at Fort Bragg.

Appendix UNC-7

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, RESIDENCE STATUS, FULL-TIME AND PART-TIME, AND SEX, FALL 1973

INSTITUTION	TOTAL ENROLLMENT	IN-STATE			OUT-OF-STATE			FULL-TIME			PART-TIME			TOTAL	
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
PUBLIC INSTITUTIONS															
UNIVERSITY OF NORTH CAROLINA															
Appalachian	7,545	3,499	3,491	6,990	315	240	555	3,412	3,346	6,758	402	385	787	3,814	3,731
East Carolina	10,068	4,108	4,622	8,730	637	701	1,338	4,056	4,625	8,681	689	698	1,387	4,745	5,323
(Academic Affairs)	(8,873)	(3,957)	(3,733)	(7,690)	(613)	(570)	(1,183)	(3,903)	(3,712)	(7,615)	(667)	(591)	(1,258)	(4,570)	(4,303)
(Health Affairs)	(1,195)	(151)	(889)	(1,040)	(24)	(131)	(155)	(153)	(913)	(1,066)	(22)	(107)	(129)	(175)	(1,020)
Elizabeth City	1,146	410	580	990	116	40	156	495	568	1,063	31	52	83	526	620
Fayetteville	1,790	687	937	1,624	78	88	166	697	943	1,640	68	82	150	765	1,025
N.C. A and T	4,751	2,219	1,753	3,972	421	358	779	2,083	1,808	3,891	557	303	860	2,640	2,111
N.C. Central	4,062	1,543	2,109	3,652	230	180	410	1,518	1,939	3,457	255	350	605	1,773	2,289
N.C. School of the Arts	378	80	72	152	111	115	226	183	168	351	8	19	27	191	187
N.C. State University	14,257	9,115	3,068	12,183	1,748	326	2,074	8,934	2,397	11,331	1,929	997	2,926	10,863	3,394
Pembroke	1,918	947	888	1,835	61	22	83	915	801	1,716	93	109	202	1,008	910
UNC-Asheville	1,125	535	521	1,056	42	27	69	470	424	894	107	124	231	577	548
UNC-Chapel Hill	19,396	8,742	6,227	14,969	2,943	1,484	4,427	10,568	6,542	17,110	1,117	1,169	2,286	11,685	7,711
(Academic Affairs)	(16,701)	(7,579)	(5,335)	(12,914)	(2,557)	(1,230)	(3,787)	(9,159)	(5,513)	(14,672)	(977)	(1,052)	(2,029)	(10,136)	(6,565)
(Health Affairs)	(2,695)	(1,163)	(892)	(2,055)	(386)	(254)	(640)	(1,409)	(1,029)	(2,438)	(140)	(117)	(257)	(1,549)	(1,146)
UNC-Charlotte	6,123	3,314	2,586	5,900	137	86	223	2,497	1,843	4,340	954	829	1,783	3,451	2,672
UNC-Greensboro	7,856	1,949	4,941	6,890	272	694	966	1,354	4,519	5,873	867	1,116	1,983	2,221	5,635
UNC-Wilmington	2,542	1,321	1,125	2,446	65	31	96	1,163	906	2,069	223	250	473	1,386	1,156
Western Carolina	5,844	2,928	2,443	5,371	261	212	473	2,622	2,151	4,773	567	504	1,071	3,189	2,655
Winston-Salem	1,653	596	939	1,535	58	60	118	604	920	1,524	50	79	129	654	999
UNC Total	90,454	41,993	36,302	78,295	7,495	4,664	12,159	41,571	33,900	75,471	7,917	7,066	14,983	49,488	40.966
MILITARY CENTERS															
Fort Bragg*	891	723	168	891	-	-	-	174	29	203	549	139	688	723	168
Camp Lejeune (ECU)	385	354	31	385	-	-	-	25	7	32	329	24	353	354	31
Cherry Point (ECU)	454	329	57	386	54	14	68	34	14	48	349	57	406	383	71
Mil. Ctrs. Total	1,730	1,406	256	1,662	54	14	68	233	50	283	1,227	220	1,447	1,460	270
COMMUNITY COLLEGES**															
Caldwell	284	159	123	282	2	-	2	129	86	215	32	37	69	161	123
Central Piedmont	2,165	1,454	646	2,100	47	18	65	933	330	1,263	568	334	902	1,501	664
Coastal Carolina	465	187	133	320	98	47	145	160	107	267	125	73	198	285	180
Col. of The Albemarle	358	189	133	322	35	1	36	170	103	273	54	31	85	224	134
Craven	73	44	25	69	-	4	4	38	25	63	6	4	10	44	29
Davidson County	538	347	188	535	3	-	3	208	108	316	142	80	222	350	188
Gaston	626	340	275	615	9	2	11	254	192	446	95	85	180	349	277
Isothermal	251	147	104	251	-	-	-	117	78	195	30	26	56	147	104

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, RESIDENCE STATUS, FULL-TIME AND PART-TIME AND SEX, FALL 1973

INSTITUTION	TOTAL ENROLLMENT	IN-STATE			OUT-OF-STATE			FULL-TIME			PART-TIME			TOTAL	
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
COMMUNITY COLLEGES** (Cont.)															
Lenoir	581	345	230	575	5	1	6	238	122	360	112	109	221	350	231
Mitchell	454	253	181	434	17	3	20	258	153	411	12	31	43	270	184
Rockingham	462	306	148	454	8	-	8	245	120	365	69	28	97	314	148
Sandhills	585	412	166	578	4	3	7	372	140	512	44	29	73	416	169
Southeastern	512	262	235	497	9	6	15	227	178	405	44	63	107	271	261
Surry	675	320	329	649	13	13	26	176	115	291	157	227	384	333	342
Wayne	568	348	179	527	34	7	41	228	123	351	154	63	217	382	186
Western Piedmont	347	193	153	346	-	1	1	147	113	260	46	41	87	193	154
Wilkes	250	154	93	247	1	2	3	132	76	208	23	19	42	155	95
Com. Col. Total	9,194	5,460	3,341	8,801	285	108	393	4,032	2,169	6,201	1,713	1,280	2,993	5,745	3,449
PUBLIC TOTAL	101,378	48,859	39,899	88,758	7,834	4,786	12,620	45,836	36,119	81,955	10,857	8,566	19,423	56,693	44,685
PRIVATE INSTITUTIONS															
SENIOR COLLEGES & UNIVERSITIES															
Atlantic Christian	1,721	612	737	1,349	196	176	372	719	831	1,550	89	82	171	808	913
Barber-Scotia	456	95	164	259	93	104	197	182	255	437	6	13	19	188	268
Belmont Abbey	622	160	57	217	358	47	405	487	78	565	31	26	57	518	104
Bennett	537	-	236	236	-	301	301	-	535	535	-	2	2	-	537
Campbell	2,207	972	750	1,722	361	124	485	1,283	805	2,088	50	69	119	1,333	874
Catawba	1,147	250	244	494	372	281	653	615	518	1,133	7	7	14	622	525
Davidson	1,187	337	55	392	701	94	795	1,032	144	1,176	6	5	11	1,038	149
Duke	9,043	1,120	683	1,803	4,796	2,444	7,240	5,429	2,836	8,265	487	291	778	5,916	3,127
Elon	2,005	743	464	1,207	484	314	798	1,100	690	1,790	127	88	215	1,227	778
Gardner Webb	1,525	574	505	1,079	311	135	446	839	587	1,426	46	53	99	885	640
Greensboro	551	116	248	364	80	107	187	188	342	530	8	13	21	196	355
Guilford	1,584	801	330	1,131	239	214	453	722	434	1,156	318	110	428	1,040	544
High Point	1,020	317	242	559	277	184	461	570	407	977	24	19	43	594	426
Johnson C. Smith	1,083	186	176	362	402	319	721	578	489	1,067	10	6	16	588	495
Lenoir Rhyne	1,366	455	525	980	167	219	386	594	720	1,314	28	24	52	622	744
Livingstone	750	177	216	393	230	127	357	403	340	743	4	3	7	407	343
Mars Hill	1,515	414	461	875	336	304	640	726	724	1,450	24	41	65	750	765
Meredith	1,357	34	1,113	1,147	-	210	210	-	1,251	1,251	34	72	106	34	1,323
Methodist	631	321	206	527	70	34	104	377	219	596	14	21	35	391	240
N.C. Wesleyan	501	183	130	313	127	61	188	280	166	446	30	25	55	310	191
Pfeiffer	1,037	419	317	736	168	133	301	525	424	949	62	26	88	587	450
Queens	633	9	286	295	3	335	338	8	519	527	4	102	106	12	621
Sacred Heart	175	4	104	108	-	67	67	4	157	161	-	14	14	4	171

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, RESIDENCE STATUS, FULL-TIME AND PART-TIME, AND SEX, FALL 1973

INSTITUTION	TOTAL ENROLLMENT	IN-STATE			OUT-OF-STATE			FULL-TIME			PART-TIME			TOTAL	
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
SENIOR COL. & UNIV. (Cont.)															
St. Andrews	716	143	160	303	201	212	413	337	362	699	7	10	17	344	372
St. Augustine's	1,488	352	461	813	295	380	675	625	788	1,413	22	53	75	647	841
Salem	620	9	339	348	-	272	272	3	560	563	6	51	57	9	611
Shaw	1,529	312	285	597	562	370	932	860	644	1,504	14	11	25	874	655
Wake Forest	4,116	1,417	685	2,102	1,459	555	2,014	2,786	1,146	3,932	90	94	184	2,876	1,240
Warren Wilson	388	27	52	79	146	163	309	171	207	378	2	8	10	173	215
Sr. Col. and Univ. Total	41,510	10,559	10,231	20,790	12,434	8,286	20,720	21,443	17,178	38,621	1,550	1,339	2,889	22,993	18,517
THEOLOGICAL SEMINARY															
Southeastern Baptist Theological Seminary	634	290	24	314	286	34	320	538	46	584	38	12	50	576	58
BIBLE COLLEGES															
John Wesley	69	48	8	56	7	6	13	45	10	55	10	4	14	55	14
Piedmont	397	133	65	198	119	80	199	229	139	368	23	6	29	252	145
Bible Col. Total	466	181	73	254	126	86	212	274	149	423	33	10	43	307	159
JUNIOR COLLEGES															
Brevard	477	156	143	299	93	85	178	245	219	464	4	9	13	249	228
Chowan	1,149	383	149	532	416	201	617	786	335	1,121	13	15	28	799	350
Kittrell	336	115	107	222	62	52	114	176	159	335	1	-	1	177	159
Lees-McRae	721	311	184	495	167	59	226	476	240	716	2	3	5	478	243
Louisburg	737	365	248	613	94	30	124	458	271	729	1	7	8	459	278
Montreat-Anderson	378	109	90	199	97	82	179	201	165	366	5	7	12	206	172
Mount Olive	286	141	134	275	7	4	11	144	126	270	4	12	16	149	138
Peace	460	-	411	411	-	49	49	-	457	457	-	3	3	-	460
St. Mary's	315	-	224	224	-	91	91	-	308	308	-	-	-	-	315
Wingate	1,414	726	488	1,214	142	58	200	838	489	1,327	30	57	87	868	546
Jr. Col. Total	6,273	2,306	2,178	4,484	1,078	711	1,789	3,324	2,769	6,093	60	120	180	3,384	2,889
PRIVATE TOTAL	48,883	13,336	12,506	25,842	13,924	9,117	23,041	25,579	20,142	45,721	1,681	1,481	3,162	27,260	21,623
GRAND TOTAL	150,261	62,195	52,405	114,600	21,758	13,903	35,661	71,415	56,261	127,676	12,536	10,047	22,585	83,953	66,308

* Fayetteville State University is in charge of undergraduate programs. East Carolina University, N.C. State University and UNC-Charlotte are in charge of graduate programs.

** College parallel students only. Does not include special credit students.

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NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION,
LEVEL OF INSTRUCTION, AND RESIDENCE STATUS, FALL 1973

INSTITUTION	UNDERGRADUATE				FIRST PROFESSIONAL				GRADUATE				ALL STUDENTS			
	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State
PUBLIC INSTITUTIONS																
UNIV. OF NORTH CAROLINA																
Appalachian	6,604	6,143	461	7.0%	-	-	-	-	941	847	94	10.0%	7,545	6,990	555	7.4%
East Carolina	8,849	7,599	1,250	14.1	20	20	-	-	1,199	1,111	88	7.3	10,068	8,730	1,338	13.3
(Academic Affairs)	(7,746)	(6,644)	(1,102)	(14.2)	(-)	(-)	(-)	(-)	(1,127)	(1,046)	(81)	(7.2)	(8,873)	(7,690)	(1,183)	(13.3)
(Health Affairs)	(1,103)	(955)	(148)	(13.4)	(20)	(20)	(-)	(-)	(72)	(65)	(7)	(9.7)	(1,195)	(1,040)	(155)	(13.0)
Elizabeth City	1,146	990	156	13.6	-	-	-	-	-	-	-	-	1,146	990	156	13.6
Fayetteville	1,790	1,624	166	9.3	-	-	-	-	-	-	-	-	1,790	1,624	166	9.3
N.C. A and T	4,151	3,399	752	18.1	-	-	-	-	600	573	27	4.5	4,751	3,972	779	16.4
N.C. Central	3,365	3,045	320	9.5	292	216	76	26.0%	405	391	14	3.4	4,062	3,652	410	10.1
N.C. School of the Arts	378	152	226	59.8	-	-	-	-	-	-	-	-	378	152	226	59.8
N.[illegible] State University	11,882	10,645	1,237	10.4	-	-	-	-	2,375	1,538	837	35.2	14,257	12,183	2,074	14.5
P[illegible]roke	1,918	1,835	83	4.3	-	-	-	-	-	-	-	-	1,918	1,835	83	4.3
UNC-Asheville	1,125	1,056	69	6.1	-	-	-	-	-	-	-	-	1,125	1,056	69	6.1
UNC-Chapel Hill	13,468	11,448	2,020	15.0	1,463	1,323	140	9.6	4,465	2,198	2,267	50.8	19,396	14,969	4,427	22.8
(Academic Affairs)	(12,411)	(10,468)	(1,943)	(15.6)	(699)	(632)	(67)	(9.6)	(3,591)	(1,814)	(1,777)	(49.5)	(16,701)	(12,914)	(3,787)	(22.7)
(Health Affairs)	(1,057)	(980)	(77)	(7.3)	(764)	(691)	(73)	(9.6)	(874)	(384)	(490)	(56.1)	(2,695)	(2,055)	(640)	(23.7)
UNC-Charlotte	5,270	5,061	209	4.0	-	-	-	-	853	839	14	26.1	6,123	5,900	223	3.6
UNC-Greensboro	5,785	5,076	709	12.2	-	-	-	-	2,071	1,814	257	46.6	7,856	6,890	966	12.3
UNC-Wilmington	2,542	2,446	96	3.8	-	-	-	-	-	-	-	-	2,542	2,446	96	3.8
Western Carolina	5,156	4,754	402	7.8	-	-	-	-	688	617	71	10.3	5,844	5,371	473	8.1
Winston-Salem	1,653	1,535	118	7.1	-	-	-	-	-	-	-	-	1,653	1,535	118	7.1
UNC Total	75,082	66,808	8,274	11.0	1,775	1,559	216	12.2	13,597	9,928	3,669	27.0	90,454	78,295	12,159	13.4
MILITARY CENTERS																
Fort Bragg*	610	610	-	-	-	-	-	-	281	281	-	-	891	891	-	-
Camp Lejeune (ECU)	385	385	-	-	-	-	-	-	-	-	-	-	385	385	-	-
Cherry Point	454	386	68	15.0	-	-	-	-	-	-	-	-	454	386	68	15.0
Mil. Ctrs. Total	1,449	1,381	68	4.7	-	-	-	-	281	281	-	-	1,730	1,662	68	3.9
COMMUNITY COLLEGES**																
Caldwell	284	282	2	0.7	-	-	-	-	-	-	-	-	284	282	2	0.7
Central Piedmont	2,165	2,100	65	3.0	-	-	-	-	-	-	-	-	2,165	2,100	65	3.0
Coastal Carolina	465	320	145	31.2	-	-	-	-	-	-	-	-	465	320	145	31.2
Col. of The Albemarle	358	322	36	10.0	-	-	-	-	-	-	-	-	358	322	36	10.0
Craven	73	69	4	5.5	-	-	-	-	-	-	-	-	73	69	4	5.5
Davidson County	538	535	3	0.6	-	-	-	-	-	-	-	-	538	535	3	0.6
Gaston	626	615	11	1.8	-	-	-	-	-	-	-	-	626	615	11	1.8
Isothermal	251	251	-	-	-	-	-	-	-	-	-	-	251	251	-	-

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NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, LEVEL OF INSTRUCTION, AND RESIDENCE STATUS, FALL 1973

INSTITUTION	UNDERGRADUATE				FIRST PROFESSIONAL				GRADUATE				ALL STUDENTS			
	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State
COMMUNITY COLLEGES** (Cont.)																
Lenoir	581	575	6	1.0%	-	-	-	-	-	-	-	-	581	575	6	1.0%
Mitchell	454	434	20	4.4	-	-	-	-	-	-	-	-	454	434	20	4.4
Rockingham	462	454	8	1.7	-	-	-	-	-	-	-	-	462	454	8	1.7
Sandhills	585	578	7	1.2	-	-	-	-	-	-	-	-	585	578	7	1.2
Southeastern	512	497	15	2.9	-	-	-	-	-	-	-	-	512	497	15	2.9
Surry	675	649	26	3.8	-	-	-	-	-	-	-	-	675	649	26	3.8
Wayne	568	527	41	7.2	-	-	-	-	-	-	-	-	568	527	41	7.2
Western Piedmont	347	346	1	0.3	-	-	-	-	-	-	-	-	347	346	1	0.3
Wilkes	250	247	3	1.2	-	-	-	-	-	-	-	-	250	247	3	1.2
Comm. Col. Total	9,194	8,801	393	4.3	-	-	-	-	-	-	-	-	9,194	8,801	393	4.3
PUBLIC TOTAL	85,725	76,990	8,735	10.2	1,775	1,559	216	12.2%	13,878	10,209	3,669	26.4%	101,378	88,758	12,620	12.4
PRIVATE INSTITUTIONS																
SR. COL. & UNIV.																
Atlantic Christian	1,721	1,349	372	21.6	-	-	-	-	-	-	-	-	1,721	1,349	372	21.6
Barber-Scotia	456	259	197	43.2	-	-	-	-	-	-	-	-	456	259	197	43.2
Belmont Abbey	622	217	405	65.1	-	-	-	-	-	-	-	-	622	217	405	65.1
Bennett	537	236	301	56.0	-	-	-	-	-	-	-	-	537	236	301	56.0
Campbell	2,207	1,722	485	22.0	-	-	-	-	-	-	-	-	2,207	1,722	485	22.0
Catawba	1,147	494	653	56.9	-	-	-	-	-	-	-	-	1,147	494	653	56.9
Davidson	1,187	392	795	67.0	-	-	-	-	-	-	-	-	1,187	392	795	67.0
Duke	5,909	1,084	4,825	81.6	1,209	268	941	77.8	1,925	451	1,474	76.6	9,043	1,803	7,240	80.1
Elon	2,005	1,207	798	39.8	-	-	-	-	-	-	-	-	2,005	1,207	798	39.8
Gardner-Webb	1,525	1,079	446	29.2	-	-	-	-	-	-	-	-	1,525	1,079	446	29.2
Greensboro	551	364	187	33.9	-	-	-	-	-	-	-	-	551	364	187	33.9
Guilford	1,584	1,131	453	28.6	-	-	-	-	-	-	-	-	1,584	1,131	453	28.6
High Point	1,020	559	461	45.2	-	-	-	-	-	-	-	-	1,020	559	461	45.2
Johnson C. Smith	1,083	362	721	66.6	-	-	-	-	-	-	-	-	1,083	362	721	66.6
Lenoir Rhyne	1,366	980	386	28.2	-	-	-	-	-	-	-	-	1,366	980	386	28.2
Livingstone	750	393	357	47.6	-	-	-	-	-	-	-	-	750	393	357	47.6
Mars Hill	1,515	875	640	42.2	-	-	-	-	-	-	-	-	1,515	875	640	42.2
Meredith	1,357	1,147	210	15.5	-	-	-	-	-	-	-	-	1,357	1,147	210	15.5
Methodist	631	527	104	16.5	-	-	-	-	-	-	-	-	631	527	104	16.5
N.C. Wesleyan	501	313	188	37.5	-	-	-	-	-	-	-	-	501	313	188	37.5
Pfeiffer	1,037	736	301	29.0	-	-	-	-	-	-	-	-	1,037	736	301	29.0
Queens	633	295	338	53.4	-	-	-	-	-	-	-	-	633	295	338	53.4
Sacred Heart	175	108	67	38.3	-	-	-	-	-	-	-	-	175	108	67	38.3
St. Andrews	716	303	413	57.7	-	-	-	-	-	-	-	-	716	303	413	57.7

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, LEVEL OF INSTRUCTION, AND RESIDENCE STATUS, FALL 1973

INSTITUTION	UNDERGRADUATE				FIRST PROFESSIONAL				GRADUATE				ALL STUDENTS			
	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State
SR. COL. & UNIV. (Cont.)																
St. Augustine's	1,488	813	675	45.4%	-	-	-	-	-	-	-	-	1,488	813	675	45.4%
Salem	620	348	272	43.9	-	-	-	-	-	-	-	-	620	348	272	43.9
Shaw	1,529	597	932	61.0	-	-	-	-	-	-	-	-	1,529	597	932	61.0
Wake Forest	2,910	1,382	1,528	52.5	712	426	286	40.2%	494	294	200	40.5%	4,116	2,102	2,014	48.9
Warren Wilson	388	79	309	79.6	-	-	-	-	-	-	-	-	388	79	309	79.6
Sr. Col. & Univ. Total	37,170	19,351	17,819	47.9	1,921	694	1,227	63.9	2,419	745	1,674	69.2	41,510	20,790	20,720	49.9
THEOLOGICAL SEMINARY																
Southeastern Baptist Theological Seminary	89	49	40	44.9	415	209	206	49.6	130	56	74	56.9	634	314	320	50.5
BIBLE COLLEGES																
John Wesley	69	56	13	18.8	-	-	-	-	-	-	-	-	69	56	13	18.8
Piedmont	397	198	199	50.1	-	-	-	-	-	-	-	-	397	198	199	50.1
Bible Col. Total	466	254	212	45.5	-	-	-	-	-	-	-	-	466	254	212	45.5
JUNIOR COLLEGES																
Brevard	477	299	178	37.3	-	-	-	-	-	-	-	-	477	299	178	37.3
Chowan	1,149	532	617	53.7	-	-	-	-	-	-	-	-	1,149	532	617	53.7
Kittrell	336	222	114	33.9	-	-	-	-	-	-	-	-	336	222	114	33.9
Lees-McRae	721	495	226	31.3	-	-	-	-	-	-	-	-	721	495	226	31.3
Louisburg	737	613	124	16.8	-	-	-	-	-	-	-	-	737	613	124	16.8
Montreat-Anderson	378	199	179	47.4	-	-	-	-	-	-	-	-	378	199	179	47.4
Mount Olive	286	275	11	3.8	-	-	-	-	-	-	-	-	286	275	11	3.8
Peace	460	411	49	10.6	-	-	-	-	-	-	-	-	460	411	49	10.6
St. Mary's	315	224	91	28.9	-	-	-	-	-	-	-	-	315	224	91	28.9
Wingate	1,414	1,214	200	14.1	-	-	-	-	-	-	-	-	1,414	1,214	200	14.1
Jr. Col. Total	6,273	4,484	1,789	28.5	-	-	-	-	-	-	-	-	6,273	4,484	1,789	28.5
PRIVATE TOTAL	43,998	24,138	19,860	45.1	2,336	903	1,433	61.3	2,549	801	1,748	68.6	48,883	25,842	23,341	47.1
GRAND TOTAL	129,723	101,128	28,595	22.0	4,111	2,462	1,649	40.1	16,427	11,010	5,417	33.0	150,261	114,600	35,661	23.7

* Fayetteville State University is in charge of undergraduate programs. East Carolina, N. C. State University and UNC-Charlotte are in charge of graduate programs.
** College parallel students only. Does not include special credit students.

Appendix UNC-9

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	UNDERGRADUATE Occupational*	Freshman	Sophomore	Junior	Senior	Fifth Year**	Special	Total Undergraduate	FIRST PROFESSIONAL***	GRADUATE	GRAND TOTAL
PUBLIC INSTITUTIONS											
UNIVERSITY OF NORTH CAROLINA											
Appalachian	-	1,906	1,302	1,699	1,458	-	239	6,604	-	941	7,545
East Carolina	-	2,929	2,123	1,883	1,907	-	7	8,849	20	1,199	10,068
(Academic Affairs)	(-)	(2,686)	(1,862)	(1,593)	(1,599)	(-)	(6)	(7,746)	(-)	(1,127)	(8,873)
(Health Affairs)	(-)	(243)	(261)	(290)	(308)	(-)	(1)	(1,103)	(20)	(72)	(1,195)
Elizabeth City	-	397	246	212	261	-	30	1,146	-	-	1,146
Fayetteville	-	550	450	344	372	-	74	1,790	-	-	1,790
N.C. A and T	-	1,139	958	1,103	907	6	38	4,151	-	600	4,751
N.C. Central	-	1,054	851	657	626	-	177	3,365	292	405	4,062
N.C. School of the Arts	13	132	82	66	58	-	27	378	-	-	378
N.C. State University	236	3,184	2,669	2,341	2,361	10	1,081	11,882	-	2,375	14,257
Pembroke	-	526	465	455	389	-	83	1,918	-	-	1,918
UNC-Asheville	-	380	215	191	150	-	189	1,125	-	-	1,125
UNC-Chapel Hill	-	3,226	2,792	3,464	3,286	143	557	13,468	1,463	4,465	19,396
(Academic Affairs)	(-)	(3,207)	(2,610)	(3,087)	(2,950)	(-)	(557)	(12,411)	(699)	(3,591)	(16,701)
(Health Affairs)	(-)	(19)	(182)	(377)	(336)	(143)	(-)	(1,057)	(764)	(874)	(2,695)
UNC-Charlotte	-	1,134	1,232	1,501	1,025	-	378	5,270	-	853	6,123
UNC-Greensboro	-	1,309	1,388	1,478	1,351	-	259	5,785	-	2,071	7,856
UNC-Wilmington	91	801	595	397	405	-	253	2,542	-	-	2,542
Western Carolina	-	2,323	1,029	859	890	-	55	5,156	-	688	5,844
Winston-Salem	-	687	357	304	262	-	43	1,653	-	-	1,653
UNC Total	340	21,677	16,754	16,954	15,708	159	3,490	75,082	1,775	13,597	90,454
MILITARY CENTERS											
Fort Bragg	-	495	36	46	33	-	-	610	-	281	891
Camp Lejeune (ECU)	-	307	52	19	4	3	-	385	-	-	385
Cherry Point (ECU)	-	345	68	27	10	4	-	454	-	-	454
Military Centers Total	-	1,147	156	92	47	7	-	1,449	-	281	1,730
COMMUNITY COLLEGES****											
Caldwell	-	194	90	-	-	-	-	284	-	-	284
Central Piedmont	-	1,617	548	-	-	-	-	2,165	-	-	2,165
Coastal Carolina	-	366	99	-	-	-	-	465	-	-	465
Col. of The Albemarle	-	257	101	-	-	-	-	358	-	-	358
Craven	-	61	12	-	-	-	-	73	-	-	73
Davidson County	-	393	145	-	-	-	-	538	-	-	538
Gaston	-	388	238	-	-	-	-	626	-	-	626
Isothermal	-	168	83	-	-	-	-	251	-	-	251
Lenoir	-	369	212	-	-	-	-	581	-	-	581
Mitchell	-	300	154	-	-	-	-	454	-	-	454

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	UNDERGRADUATE								FIRST PROFES-SIONAL***	GRADUATE	GRAND TOTAL
	Occupa-tional*	Freshman	Sophomore	Junior	Senior	Fifth Year**	Special	Total Undergraduate			
COMMUNITY COLLEGES** (Cont.)**											
Rockingham	-	314	148	-	-	-	-	462	-	-	462
Sandhills	-	357	228	-	-	-	-	585	-	-	585
Southeastern	-	355	157	-	-	-	-	512	-	-	512
Surry	-	482	193	-	-	-	-	675	-	-	675
Wayne	-	490	78	-	-	-	-	568	-	-	568
Western Piedmont	-	247	100	-	-	-	-	347	-	-	347
Wilkes	-	153	97	-	-	-	-	250	-	-	250
Community Colleges Total	-	6,511	2,683	-	-	-	-	9,194	-	-	9,194
PUBLIC TOTAL	340	29,335	19,593	17,046	15,755	166	3,490	85,725	1,775	13,878	101,378
PRIVATE INSTITUTIONS											
SENIOR COLLEGES & UNIVERSITIES											
Atlantic Christian	-	462	458	384	383	-	34	1,721	-	-	1,721
Barber-Scotia	-	150	210	45	49	-	2	456	-	-	456
Belmont Abbey	-	219	97	133	138	-	35	622	-	-	622
Bennett	-	167	143	136	88	-	3	537	-	-	537
Campbell	-	655	466	477	600	-	9	2,207	-	-	2,207
Catawba	-	360	259	246	267	-	15	1,147	-	-	1,147
Davidson	-	336	310	276	251	-	14	1,187	-	-	1,187
Duke	295	1,170	1,385	1,501	1,249	162	147	5,909	1,209	1,925	9,043
Elon	-	706	454	391	329	-	125	2,005	-	-	2,005
Gardner-Webb	132	460	304	287	319	-	23	1,525	-	-	1,525
Greensboro	-	123	139	173	116	-	-	551	-	-	551
Guilford	-	422	363	334	275	-	190	1,584	-	-	1,584
High Point	-	314	260	235	177	-	34	1,020	-	-	1,020
Johnson C. Smith	-	501	267	147	163	-	5	1,083	-	-	1,083
Lenoir Rhyne	-	374	338	315	321	-	18	1,366	-	-	1,366
Livingstone	-	242	163	155	178	-	12	750	-	-	750
Mars Hill	-	481	364	317	328	-	25	1,515	-	-	1,515
Meredith	-	338	338	307	291	-	83	1,357	-	-	1,357
Methodist	-	161	146	121	194	-	9	631	-	-	631
N.C. Wesleyan	-	87	102	132	125	-	55	501	-	-	501
Pfeiffer	-	380	205	189	175	-	88	1,037	-	-	1,037
Queens	-	209	112	103	113	-	96	633	-	-	633
Sacred Heart	-	37	33	44	51	2	8	175	-	-	175
St. Andrews	-	211	205	194	90	-	16	716	-	-	716
St. Augustine's	-	653	377	233	225	-	-	1,488	-	-	1,488
Salem	-	179	173	103	106	3	56	620	-	-	620
Shaw	-	690	314	234	278	-	13	1,529	-	-	1,529

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1973

	UNDERGRADUATE										
INSTITUTION	Occupational*	Freshman	Sophomore	Junior	Senior	Fifth Year**	Special	Total Undergraduate	FIRST PROFESSIONAL***	GRADUATE	GRAND TOTAL
SENIOR COL. & UNIV. (Cont.)											
Wake Forest	-	771	720	746	636	-	37	2,910	712	494	4,116
Warren Wilson	-	158	96	77	47	-	10	388	-	-	388
Senior Col. & Univ. Total	427	11,016	8,801	8,035	7,562	167	1,162	37,170	1,921	2,419	41,510
THEOLOGICAL SEMINARY											
Southeastern Baptist Theological Seminary	89	-	-	-	-	-	-	89	415	130	634
BIBLE COLLEGES											
John Wesley	3	29	15	14	7	-	1	69	-	-	69
Piedmont	-	146	80	93	47	31	-	397	-	-	397
Bible Colleges Total	3	175	95	107	54	31	1	466	-	-	466
JUNIOR COLLEGES											
Brevard	-	309	168	-	-	-	-	477	-	-	477
Chowan	32	700	417	-	-	-	-	1,149	-	-	1,149
Kittrell	-	184	152	-	-	-	-	336	-	-	336
Lees-McRae	78	406	230	-	-	-	7	721	-	-	721
Louisburg	120	376	241	-	-	-	-	737	-	-	737
Montreat-Anderson	-	221	145	-	-	-	12	378	-	-	378
Mount Olive	-	156	130	-	-	-	-	286	-	-	286
Peace	94	193	173	-	-	-	-	460	-	-	460
St. Mary's	-	161	154	-	-	-	-	315	-	-	315
Wingate	216	624	496	-	-	-	78	1,414	-	-	1,414
Junior Colleges Total	540	3,330	2,306	-	-	-	97	6,273	-	-	6,273
PRIVATE TOTAL	1,059	14,521	11,202	8,142	7,616	198	1,260	43,998	2,336	2,549	48,883
GRAND TOTAL	1,399	43,856	30,795	25,188	23,371	364	4,750	129,723	4,111	16,427	150,261

NOTE: Fayetteville State University is in charge of undergraduate programs and East Carolina University, N. C. State University, and UNC-Charlotte are in charge of graduate programs at Fort Bragg.

* College parallel students only. Does not include special credit students.

** Fifth-Year includes students who are enrolled in programs requiring five years of study for a bachelor's degree (architecture, engineering, etc.).

*** First Professional includes students who are in professional schools or programs (law, medicine, dentistry, and theology) which require at least two or more academic years of college work for entrance.

**** The community college system (including technical institutes) enrolls 28,876 students in two-year technical programs, [illegible] students in vocational programs, and 8,948 students in general education in addition to the college parallel students included in this table.

Appendix UNC-10

NUMBER OF FRESHMAN APPLICATIONS, ACCEPTANCES, AND ENROLLEES IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

INSTITUTION	NUMBER OF APPLICATIONS							NUMBER OF ACCEPTANCES							NUMBER OF ACTUAL ENROLLEES						
	In-State		Out-of-State		All Students			In-State		Out-of-State		All Students			In-State		Out-of-State		All Students		
	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total
UNIVERSITY OF NORTH CAROLINA																					
Appalachian	1,378	1,500	218	168	1,596	1,668	3,264	1,085	1,329	160	142	1,245	1,471	2,716	649	798	71	58	720	856	1,576
East Carolina	1,579	1,886	528	582	2,107	2,468	4,575	1,238	1,604	378	452	1,616	2,056	3,672	706	998	120	149	826	1,147	1,973
Elizabeth City	178	233	109	31	287	264	551	169	221	89	29	258	250	508	98	152	41	13	139	165	304
Fayetteville	344	466	120	95	464	561	1,025	272	410	65	91	337	501	838	183	257	31	29	214	286	500
N.C. A and T	714	632	525	311	1,239	943	2,182	564	509	301	214	865	723	1,588	410	346	95	98	505	444	949
N.C. Central	443	627	188	171	631	798	1,429	371	578	132	133	503	711	1,214	276	413	53	50	329	463	792
N.C. School of the Arts	26	32	45	80	71	112	183	17	19	28	42	45	61	106	13	18	21	36	34	54	88
N.C. State University	3,008	1,139	877	224	3,885	1,363	5,248	2,555	1,003	572	157	3,127	1,160	4,287	1,650	557	230	61	1,880	618	2,498
Pembroke	175	200	31	20	206	220	426	150	160	20	15	170	175	345	132	145	15	5	147	150	297
UNC-Asheville	134	150	27	17	161	167	328	122	146	24	16	146	162	308	89	101	10	9	99	110	209
UNC-Chapel Hill	2,961	2,139	2,210	1,725	5,171	3,864	9,035	2,046	1,625	892	487	2,938	2,112	5,050	1,432	1,164	401	211	1,833	1,375	3,208
UNC-Charlotte	1,051	927	210	155	1,261	1,082	2,343	826	757	41	51	867	808	1,675	426	413	18	14	444	427	871
UNC-Greensboro	401	1,587	113	413	514	2,000	2,514	315	1,426	90	369	405	1,795	2,200	195	930	46	138	241	1,068	1,309
UNC-Wilmington	489	475	76	33	565	508	1,073	368	360	56	23	424	383	807	271	241	25	7	296	248	544
Western Carolina	1,039	966	169	131	1,208	1,097	2,305	956	905	149	120	1,105	1,025	2,130	[illegible]	[illegible]	[illegible]	58	803	728	1,531
Winston-Salem	234	463	52	55	286	518	804	186	322	20	32	206	354	560	135	232	9	12	144	244	388
TOTAL	14,154	13,422	5,498	4,211	19,652	17,633	37,285	11,240	11,374	3,017	2,373	14,257	13,747	28,004	7,391	7,433	1,263	948	8,654	8,381	[illegible]

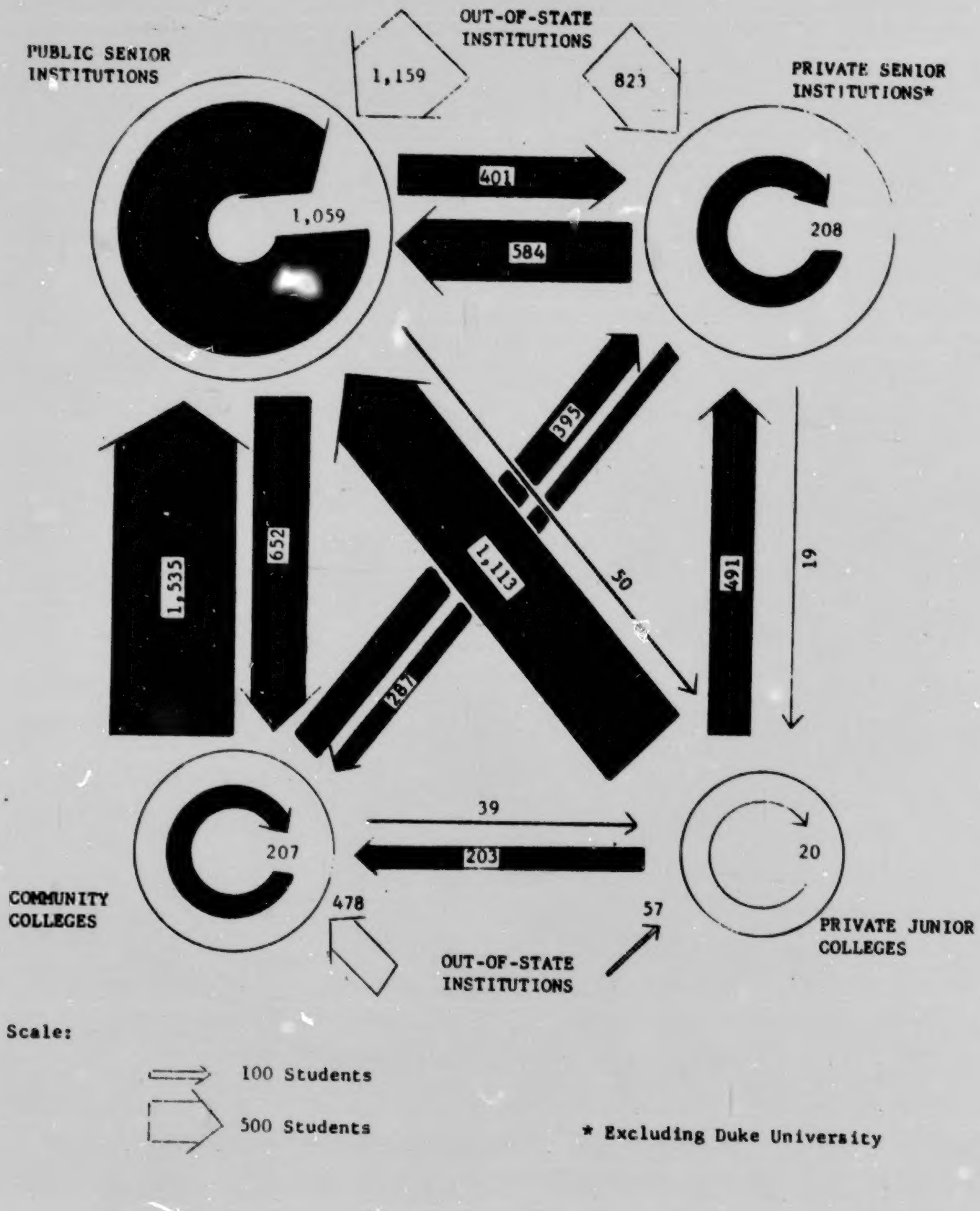
Appendix UNC-11

NUMBER OF TRANSFER APPLICATIONS, ACCEPTANCES, AND ENROLLEES IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

INSTITUTION	NUMBER OF APPLICATIONS							NUMBER OF ACCEPTANCES							NUMBER OF ACTUAL ENROLLEES						
	In-State		Out-of-State		All Students			In-State		Out-of-State		All Students			In-State		Out-of-State		All Students		
	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total
UNIVERSITY OF NORTH CAROLINA																					
Appalachian	498	406	67	71	565	477	1,042	435	368	52	63	487	431	918	369	268	19	36	388	304	692
East Carolina	524	585	112	147	636	732	1,368	376	464	64	89	440	553	993	267	315	31	45	298	360	658
Elizabeth City	40	57	13	3	53	60	113	34	49	7	3	41	52	93	26	39	4	1	30	40	70
Fayetteville	82	96	12	1	94	97	191	70	82	12	7	82	89	171	45	56	4	2	49	58	107
N.C. A and T	107	73	69	51	176	124	300	88	52	42	35	130	87	217	56	37	22	23	78	60	138
N.C. Central	70	87	33	48	103	135	238	58	71	20	19	78	90	168	43	41	14	11	57	52	109
N.C. School of the Arts	28	19	49	52	77	71	148	22	7	31	30	53	37	90	21	5	24	25	45	30	75
N.C. State University	735	357	284	104	1,019	461	1,480	520	265	172	68	692	333	1,025	380	164	103	28	483	192	675
Pembroke	139	108	15	20	154	128	282	130	92	12	15	142	107	249	125	86	10	15	135	101	236
UNC-Asheville	69	67	4	2	73	69	142	59	61	4	2	63	63	126	50	45	3	-	53	45	98
UNC-Chapel Hill	693	991	267	574	960	1,565	2,525	428	641	104	198	532	839	1,371	332	510	52	112	384	622	1,006
UNC-Charlotte	1,000	671	86	55	1,086	726	1,812	711	451	38	27	749	478	1,227	548	314	22	23	570	337	907
UNC-Greensboro	267	551	61	143	328	694	1,022	192	452	44	124	236	576	812	139	285	33	96	172	381	553
UNC-Wilmington	237	223	58	59	295	282	577	167	180	51	55	218	235	453	127	120	42	43	169	163	332
Western Carolina	281	259	106	76	387	335	722	245	197	75	50	320	247	567	185	126	48	45	233	171	[illegible]
Winston-Salem	38	44	6	8	44	52	96	29	27	4	4	33	31	64	24	22	3	3	27	25	52
TOTAL	4,808	4,594	1,242	1,414	6,050	6,008	12,058	3,564	3,459	732	789	4,296	4,248	8,544	2,737	2,433	434	508	3,171	2,941	6,112

Appendix UNC-12

Flow of Undergraduate Transfers Among North Carolina Colleges and Universities, Fall 1972



* Excluding Duke University

Appendix UNC-13

UNDERGRADUATE TRANSFERS TO NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1966 TO FALL 1973

Type of Institution	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972
To Public Senior Institutions:									
From Community Colleges	104	258	482	730	988	1,326	1,535	1,698	10.6%
From Private Junior Colleges	822	896	1,055	1,020	1,177	1,131	1,113	1,145	2.9
From Public Senior Institutions	-	610	611	743	929	1,090	1,059	1,235	16.6
From Private Senior Institutions	-	471	565	687	695	686	584	668	14.4
From Out-of-State Institutions	-	1,279	1,161	1,260	1,257	1,278	1,159	1,350	16.5
Subtotal	-	3,514	3,874	4,440	5,046	5,511	5,450	6,096	11.8
To Private Senior Institutions:									
From Community Colleges	44*	81	147	164	193	293	395	395	-
From Private Junior Colleges	385*	499	585	511	514	498	491	387	-21.2
From Public Senior Institutions	-	286	251	283	353	397	401	371	-7.5
From Private Senior Institutions	-	223	224	256	204	230	208	208	-
From Out-of-State Institutions	-	673	784	780	771	834	823	886	7.6
Subtotal	-	1,762**	1,991**	1,994**	2,035**	2,252**	2,318**	2,247**	-3.1
To Community Colleges:									
From Community Colleges	-	-	36	87	138	202	207	320	54.6
From Private Junior Colleges	-	-	182	190	245	212	203	188	-7.4
From Public Senior Institutions	-	-	301	375	577	647	652	640	-1.8
From Private Senior Institutions	-	-	175	236	324	249	287	258	-10.1
From Out-of-State Institutions	-	-	194	260	455	466	478	626	31.0
Subtotal	-	-	888***	1,148	1,739	1,776	1,827	2,032	11.2
To Private Junior Colleges:									
From Community Colleges	-	18	15	19	21	21	39	29	-25.6
From Private Junior Colleges	-	34	33	23	24	22	20	9	-55.0
From Public Senior Institutions	-	60	73	41	59	60	50	37	-26.0
From Private Senior Institutions	-	41	30	32	22	19	19	13	-31.6
From Out-of-State Institutions	-	111	132	103	82	75	57	91	59.6
Subtotal	-	264	283	218	208	197	185	179	-3.2
TOTAL TRANSFERS TO NORTH CAROLINA INSTITUTIONS	-	-	7,036	7,800	9,028	9,736	9,780	10,554	7.9

* Does not include Campbell College, Duke University, and Queens College.

** Does not include Duke University.

*** Does not include Central Piedmont Community College.

- Data not available or not applicable.

Appendix UNC-14

UNDERGRADUATE TRANSFER STUDENTS AT NORTH CAROLINA COLLEGES AND UNIVERSITIES BY TYPE OF INSTITUTION AND SEX, FALL 1973

Type of Institution and Sex	Transferred From Junior Institutions in N.C.			Transferred From Senior Institutions in N.C.			Transferred From All North Carolina Institutions	Transferred From Out-of-State Institutions	GRAND TOTAL
	Community Colleges	Private Junior	Total	Public Senior	Private Senior	Total			
Public Senior Institutions									
Men	1,072	616	1,688	560	287	847	2,535	635	3,170
Women	626	529	1,155	675	381	1,056	2,211	715	2,926
Total	1,698	1,145	2,843	1,235	668	1,903	4,746	1,350	6,096
Private Senior Institutions									
Men	257	200	457	210	103	313	770	519	1,289
Women	138	187	325	161	105	266	591	367	958
Total	395	387	782	371	208	579	1,361	886	2,247
ALL SENIOR INSTITUTIONS									
Men	1,329	816	2,145	770	390	1,160	3,305	1,154	4,459
Women	764	716	1,480	836	486	1,322	2,802	1,082	3,884
Total	2,093	1,532	3,625	1,606	876	2,482	6,107	2,236	8,343
Community Colleges									
Men	201	83	289	373	148	521	810	344	1,154
Women	119	100	219	267	110	377	596	282	878
Total	320	188	508	640	258	898	1,406	626	2,032
Private Junior Colleges									
Men	23	3	26	24	7	31	57	57	114
Women	6	6	12	13	6	19	31	34	65
Total	29	9	38	37	13	50	88	91	179
ALL JUNIOR COLLEGES									
Men	224	91	315	397	155	552	867	401	1,268
Women	125	106	231	280	116	396	627	316	943
Total	349	197	546	677	271	948	1,494	717	2,211
ALL INSTITUTIONS									
Men	1,553	907	2,460	1,167	545	1,712	4,172	1,555	5,727
Women	889	822	1,711	1,116	602	1,718	3,429	1,398	4,827
Total	2,442	1,729	4,171	2,283	1,147	3,430	7,601	2,953	10,554

Appendix UNC-15

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN NORTH CAROLINA PUBLIC INSTITUTIONS BY LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
UNIVERSITY OF NORTH CAROLINA											
Undergraduate	508	0.7%	13,693	18.3%	104	0.1%	176	0.2%	60,601	80.7%	75,082
Graduate	47	0.3	1,512	11.1	52	0.4	69	0.5	11,917	87.7	13,597
First Professional	6	0.3	241	13.6	5	0.3	3	0.2	1,520	85.6	1,775
Total	561	0.6	15,446	17.1	161	0.2	248	0.3	74,038	81.8	90,454
MILITARY CENTERS											
Undergraduate	5	0.3	167	11.5	8	0.6	36	2.5	1,233	85.1	1,449
Graduate	3	1.1	46	16.4	2	0.7	1	0.3	229	81.5	281
Total	8	0.5	213	12.3	10	0.6	37	2.1	1,462	84.5	1,730
COMMUNITY COLLEGES											
Undergraduate	35	0.4	894	9.7	-	-	-	-	8,265	89.9	9,194
PUBLIC TOTAL											
Undergraduate	548	0.6	14,754	17.2	112	0.1	212	0.3	70,099	81.8	85,725
Graduate	50	0.4	1,558	11.2	54	0.4	70	0.5	12,146	87.5	13,878
First Professional	6	0.3	241	13.6	5	0.3	3	0.2	1,520	85.6	1,775
Total	604	0.6	16,553	16.3	171	0.2	285	0.3	83,765	82.6	101,378

Appendix UNC-16

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
Appalachian	17	0.2%	131	1.8%	10	0.1%	7	0.1%	7,380	97.8%	7,545
East Carolina	74	0.7	340	3.4	18	0.2	85	0.8	9,551	94.9	10,068
Elizabeth City	-	-	1,058	92.3	-	-	1	0.1	87	7.6	1,146
Fayetteville	-	-	1,727	96.5	-	-	1	0.1	62	3.4	1,790
N.C. A and T	3	0.1	4,497	94.6	-	-	3	0.1	248	5.2	4,751
N.C. Central	2	(Z)	3,738	92.0	7	0.2	-	-	315	7.8	4,062
N.C. School of the Arts*	-	-	30	7.9	2	0.5	1	0.3	345	91.3	378
N.C. State University	24	0.2	349	2.4	32	0.2	38	0.3	13,814	96.9	14,257
Pembroke	331	17.3	64	3.3	-	-	-	-	1,523	79.4	1,918
UNC-Asheville	1	0.1	33	2.9	1	0.1	3	0.3	1,087	96.6	1,125
UNC-Chapel Hill	54	0.3	985	5.1	59	0.3	63	0.3	18,235	94.0	19,396
UNC-Charlotte	15	0.2	319	5.2	8	0.1	22	0.4	5,759	94.1	6,123
UNC-Greensboro	26	0.3	380	4.8	10	0.1	19	0.3	7,421	94.5	7,856
UNC-Wilmington	-	-	79	3.1	1	(Z)	-	-	2,462	96.9	2,542
Western Carolina	14	0.2	122	2.1	13	0.2	5	0.1	5,690	97.4	5,844
Winston-Salem	-	-	1,594	96.4	-	-	-	-	59	3.6	1,653
Total	561	0.6	15,446	17.1	161	0.2	248	0.3	74,038	81.8	90,454

* Excludes high school students.
NOTE: (Z) represents percentage less than 0.05.

Appendix UNC-17

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
Appalachian											
Undergraduate	16	0.2%	112	1.7%	7	0.1%	6	0.1%	6,463	97.9%	6,604
Graduate	1	0.1	19	2.0	3	0.3	1	0.1	917	97.5	941
Total	17	0.2	131	1.8	10	0.1	7	0.1	7,380	97.8	7,545
East Carolina											
Undergraduate	58	0.6	192	2.2	7	0.1	81	0.9	8,511	96.2	8,849
Graduate	16	1.3	148	12.4	11	0.9	4	0.3	1,020	85.1	1,199
First Professional	-	-	-	-	-	-	-	-	20	100.0	20
Total	74	0.7	340	3.4	18	0.2	85	0.8	9,551	94.9	10,068
Elizabeth City											
Undergraduate	-	-	1,058	92.3	-	-	1	0.1	87	7.6	1,146
Fayetteville											
Undergraduate	-	-	1,727	96.5	-	-	1	0.1	62	3.4	1,790
N.C. A and T											
Undergraduate	3	0.1	4,073	98.1	-	-	1	(Z)	74	1.8	4,151
Graduate	-	-	424	70.7	-	-	2	0.3	174	29.0	600
Total	3	0.1	4,497	94.6	-	-	3	0.1	248	5.2	4,751
N.C. Central											
Undergraduate	-	-	3,192	94.8	3	0.1	-	-	170	5.1	3,365
Graduate	-	-	374	92.4	3	0.7	-	-	28	6.9	405
First Professional	2	0.7	172	58.9	1	0.3	-	-	117	40.1	292
Total	2	(Z)	3,738	92.0	7	0.2	-	-	313	7.8	4,062
N.C. School of the Arts*											
Undergraduate	-	-	30	7.9	2	0.5	1	0.3	345	91.3	378

Appendix UNC-6

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENT CHANGE BY INSTITUTION, 1963-1973

Institution	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972	Percent Change 1963-1973
PUBLIC INSTITUTIONS													
UNIVERSITY OF NORTH CAROLINA													
Appalachian	3,186	3,428	3,954	4,417	4,939	5,580	6,252	6,665	7,345	7,352	7,545	2.6%	136.8%
East Carolina	5,930	6,599	7,728	8,823	9,360	9,258	9,788	10,007	10,106	10,286	10,068	-2.1	69.8
Elizabeth City	885	998	1,013	992	955	1,009	1,039	1,104	1,084	1,109	1,146	3.3	29.5
Fayetteville	1,013	1,145	1,195	1,142	1,159	1,243	1,137	1,419	1,490	1,643	1,790	8.9	76.7
N.C. A and T	3,005	3,227	3,435	3,595	3,930	3,844	3,714	3,797	4,445	4,510	4,751	5.3	58.1
N.C. Central	2,609	2,651	2,779	3,226	3,086	3,042	3,290	3,541	3,723	4,028	4,062	0.8	55.7
N.C. School of the Arts	-	-	-	115	192	218	256	288	328	351	378	7.7	-
N.C. State University	8,207	8,878	9,806	10,203	10,845	11,964	12,691	13,340	13,483	13,809	14,257	3.2	73.7
Pembroke	934	1,058	1,350	1,410	1,495	1,564	1,696	1,926	2,077	1,980	1,918	-3.1	105.4
UNC-Asheville	545a/	470a/	594a/	565a/	691a/	748a/	869	988	1,107	1,129	1,125	-0.4	106.4
UNC-Chapel Hill	11,297	12,155	13,130	14,156	15,601	16,233	16,430	18,130	19,160	19,224	19,396	0.9	71.7
UNC-Charlotte	1,414a/	1,512a/	1,815	1,715	2,014	2,351	3,085	4,068	4,676	5,159	6,123	18.7	333.0
UNC-Greensboro	3,737	4,249	4,721	4,930	5,365	5,889	6,423	6,703	6,983	7,411	7,856	6.0	110.2
UNC-Wilmington	927a/	968a/	1,055a/	1,201a/	1,222a/	1,240a/	1,425	1,772	1,930	2,280	2,542	11.5	174.2
Western Carolina	2,289	2,431	3,001	3,652	3,965	4,310	4,670	5,125	5,330	5,640	5,844	3.6	155.3
Winston-Salem	1,160	1,115	1,242	1,295	1,325	1,301	1,346	1,401	1,623	1,720	1,653	-3.9	42.5
UNC Total	47,138	50,884	56,818	61,437	66,144	69,794	74,111	80,274	84,890	87,631	90,454	3.2	91.9
MILITARY CENTERS													
Fort Bragg	-	-	470	683	971	1,070	936	1,068	1,061	1,020b/	891	-12.6	-
Camp Lejeune (ECU)	-	198	449	427	450	408	362	322	365	369	385	4.3	-
Cherry Point (ECU)	-	-	195	303	344	387	308	314	411	419	454	8.4	-
Seymour Johnson (ECU)	-	242	277	171	220	247	167	139	-	-	-	-	-
Mil. Ctrs. Total	-	440	1,391	1,584	1,985	2,112	1,773	1,843	1,837	1,808	1,730	-4.3	-
COMMUNITY COLLEGESc/													
Caldwell	-	-	-	-	-	-	-	177	263	267	284	6.4	-
Central Piedmont	220	239	594	690	1,042	1,579	2,187	3,059	2,339	2,279	2,165	-5.0	884.1
Coastal Carolina	-	-	-	-	-	-	-	224	380	399	465	16.5	-
Col. of The Albemarle	209	282	443	380	459	498	514	583	500	416	358	-14.0	71.3
Craven	-	-	-	-	-	-	-	-	-	-	73e/	-	-
Davidson County	-	-	-	204	374	470	570	606	618	547	538	-1.6	-
Gaston	-	696	1,116	948	801	1,071	942	1,134	844	681	626	-8.1	-
Isothermal	-	-	-	117	202	312	313	312	174	219	251	14.6	-
Lenoir	-	-	-	298	477	576	679	680	609	617	581	-5.8	-
Mitchell	-	-	-	-	-	-	-	-	-	-	454e/	-	-
Rockingham	-	-	-	214	399	503	549	588	568	533	462	-13.3	-

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NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENT CHANGE BY INSTITUTION, 1963-1973

Institution	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972	Percent Change 1963-1973
COMMUNITY COLLEGESc/ (Cont.)													
Sandhills	-	-	229	420	519	552	684	820	796	669	585	-12.6%	-
Southeastern	-	-	331	293	445	442	574	638	712	622	512	-17.7	-
Surry	-	-	-	139	266	301	381	431	455	470	675	43.6	-
Wayne	-	-	-	-	-	182	337	413	575	516	568	10.1	-
Western Piedmont	-	-	-	248	425	473	531	487	454	417	347	-16.8	-
Wilkes	-	-	-	93	170	211	282	328	357	316	250	-20.9	-
Com. Col. Total	429	1,217	2,713	4,044	5,579	7,170	8,543	10,480	9,644	8,968	9,194	2.5	2,043.1%
PUBLIC TOTAL	47,567	52,541	60,922	67,065	73,708	79,076	84,427	92,597	96,371	98,407	101,378	3.0	113.1
PRIVATE INSTITUTIONS													
SENIOR COLLEGES AND UNIVERSITIES													
Atlantic Christian	1,325	1,289	1,447	1,525	1,479	1,567	1,544	1,747	1,794	1,770	1,721	-2.8	29.9
Barber-Scotia	315	315	355	369	450	609	560	537	550	508	456	-10.2	44.8
Belmont Abbey	619	667	702	775	790	819	775	679	718	565	622	10.1	0.5
Bennett	589	591	642	645	669	684	627	572	581	545	537	-1.5	-8.8
Campbell	1,836	2,002	2,191	2,267	2,348	2,402	2,306	2,207	2,401	2,341	2,207	-5.7	20.2
Catawba	854	868	868	998	1,046	1,051	1,046	1,099	1,132	1,162	1,147	-1.3	34.3
Davidson	1,000	1,006	1,001	1,008	1,003	1,035	1,033	1,034	1,087	1,118	1,187	6.2	18.7
Duke	6,421	6,695	6,960	7,396	7,445	7,320	7,734	7,948	8,446	8,849	9,043	2.2	40.8
Elon	1,248	1,320	1,344	1,409	1,454	1,817	1,843	1,715	1,862	1,873	2,005	7.0	60.6
Gardner-Webb	720d/	909d/	1,172d/	1,216d/	1,288d/	1,303d/	1,448	1,528	1,420	1,543	1,525	-1.2	111.8
Greensboro	589	533	587	612	668	690	676	590	590	626	551	-12.0	-6.5
Guilford	1,632	1,661	1,862	1,765	1,573	1,601	1,782	1,757	1,740	1,610	1,584	-1.6	-3.0
High Point	1,404	1,558	1,562	1,382	1,355	1,333	1,131	1,103	1,060	1,086	1,020	-6.1	-27.4
Johnson C. Smith	976	1,048	1,055	1,101	1,290	1,339	1,244	1,136	1,036	1,043	1,083	3.8	11.0
Lenoir Rhyne	1,142	1,212	1,321	1,335	1,305	1,309	1,314	1,341	1,395	1,360	1,366	0.4	19.6
Livingstone	726	704	777	823	893	859	809	720	754	744	750	0.8	3.3
Mars Hill	1,288	1,324	1,348	1,331	1,324	1,268	1,257	1,494	1,467	1,504	1,515	0.7	17.6
Meredith	857	870	850	844	860	863	946	1,109	1,291	1,362	1,357	-0.4	58.3
Methodist	470	614	814	944	1,063	982	894	810	756	658	631	-4.1	34.2
N.C. Wesleyan	450	565	651	656	670	643	645	631	617	585	501	-14.4	11.3
Pfeiffer	829	843	917	906	936	958	834	882	1,088	1,100	1,037	-5.7	25.1
Queens	928	925	935	834	819	809	705	658	673	595	633	6.4	-31.8
Sacred Heart	208d/	196d/	372d/	415	364	467	455	350	318	225	175	-22.2	-15.9
St. Andrews	898	909	931	955	913	900	898	863	892	869	716	-17.6	-20.3
St. Augustine's	766	733	814	956	1,031	1,039	[illegible]	1,103	1,286	1,442	1,488	3.2	94.2
Salem	498	500	551	581	590	552	[illegible]	526	525	610	620	1.6	24.5
Shaw	650	721	766	961	1,103	1,085	1,203	1,154	1,060	1,259	1,529	21.4	135.2
Wake Forest	2,958	2,920	2,996	3,022	3,163	3,177	3,210	3,326	3,738	4,013	4,116	2.6	39.1

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENT CHANGE BY INSTITUTION, 1963-1973

Institution	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972	Percent Change 1963-1973
SR. COL. & UNIV. (Cont.)													
Warren Wilson	286	257	278	277	307	376	401	373	360	374	388	3.7%	35.7%
Sr. Col. & Univ. Total	32,482	33,755	36,[illegible]	37,308	38,199	38,857	38,976	38,992	40,637	41,339	41,510	0.4	27.8
THEOLOGICAL SEMINARY													
Southeastern Baptist Theological Seminary	575	555	516	484	547	582	570	520	552	581	634	9.1	10.3
BIBLE COLLEGES													
John Wesley	28	41	41	49	56	61	40	66	59	62	69	11.3	146.4
Kernersville Wesleyan	45	67	98	116	111	94	77	71	-	-	-	-	-
Piedmont	158	188	226	260	285	329	365	387	385	399	397	-0.5	151.3
Bible Col. Total	231	296	365	425	452	484	482	524	444	461	466	1.1	101.7
JUNIOR COLLEGES													
Brevard	409	431	527	615	645	639	614	595	531	447	477	6.7	16.6
Chowan	902	1,155	1,179	1,234	1,302	1,338	1,316	1,483	1,545	1,224	1,149	-6.1	27.4
Kittrell	-	180	132	182	276	316	334	380	554	501	336	-32.9	-
Lees-McRae	425	510	610	613	624	687	631	660	670	669	721	7.8	69.6
Louisburg	632	663	675	691	700	823	815	785	777	744	737	-1.0	16.6
Mitchell	519	557	602	629	543	539	578	546	576	470	-e/	-	-
Montreat-Anderson	253	339	401	466	463	466	470	353	313	363	378	4.1	49.4
Mount Olive	201	260	325	363	385	346	313	345	328	300	286	-4.7	42.3
Oak Ridge	66	52	46	-	-	-	-	-	-	-	-	-	-
Peace	329	373	405	400	379	429	471	489	504	508	460	-9.4	39.8
St. Mary's	283	279	284	349	354	346	322	321	341	308	315	2.3	11.3
Southwood	87	167	308	339	346	272	209	253	197	153	-	-	-
Vardell Hall	-	-	-	81	67	51	-	-	-	-	-	-	-
Wingate	1,124	1,320	1,486	1,561	1,568	1,[illegible]88	1,607	1,642	1,667	1,550	1,414	-8.8	25.8
Jr. Col. Total	5,230	6,286	6,980	7,523	7,652	7,[illegible]40	7,680	7,852	8,003	7,237	6,273	-13.3	19.9
PRIVATE TOTAL	38,518	40,892	43,930	45,740	46,850	47,763	47,708	47,888	49,636	49,618	48,883	-1.5	26.9
GRAND TOTAL	86,065	93,433	104,852	112,805	120,558	126,839	132,135	140,485	146,007	148,025	150,261	1.5	74.5

a/ Not in the Consolidated University system in that year.

b/ Fayetteville State University assumed major responsibility for this branch in Fall 1972.

c/ College parallel programs only.

d/ Junior college in that year.

e/ Became community college in that year.

NOTE: Fayetteville State University is in charge of undergraduate programs and East Carolina University, North Carolina State University, and UNC-Charlotte are in charge of graduate programs at Fort Bragg.

Appendix UNC-7

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, RESIDENCE STATUS, FULL-TIME AND PART-TIME, AND SEX, FALL 1973

INSTITUTION	TOTAL ENROLLMENT	IN-STATE			OUT-OF-STATE			FULL-TIME			PART-TIME			TOTAL	
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
PUBLIC INSTITUTIONS															
UNIVERSITY OF NORTH CAROLINA															
Appalachian	7,545	3,499	3,491	6,990	315	240	555	3,412	3,346	6,758	402	385	787	3,814	3,731
East Carolina	10,068	4,108	4,622	8,730	637	701	1,338	4,056	4,625	8,681	689	698	1,387	4,745	5,323
(Academic Affairs)	(8,873)	(3,957)	(3,733)	(7,690)	(613)	(570)	(1,183)	(3,903)	(3,712)	(7,615)	(667)	(591)	(1,258)	(4,570)	(4,303)
(Health Affairs)	(1,195)	(151)	(889)	(1,040)	(24)	(131)	(155)	(153)	(913)	(1,066)	(22)	(107)	(129)	(175)	(1,020)
Elizabeth City	1,146	410	580	990	116	40	156	495	568	1,063	31	52	83	526	620
Fayetteville	1,790	687	937	1,624	78	88	166	697	943	1,640	68	82	150	765	1,025
N.C. A and T	4,751	2,219	1,753	3.972	421	358	779	2,083	1,808	3,891	557	303	860	2,640	2,111
N.C. Central	4,062	1,543	2,109	3,652	230	180	410	1,518	1,939	3,457	255	350	605	1,773	2,289
N.C. School of the Arts	378	80	72	152	111	115	226	183	168	351	8	19	27	191	187
N.C. State University	14,257	9,115	3,068	12,183	1,748	326	2,074	8,934	2,397	11,331	1,929	997	2,926	10,863	3,394
Pembroke	1,918	947	888	1,835	61	22	83	915	801	1,716	93	109	202	1,008	910
UNC-Asheville	1,125	535	521	1,056	42	27	69	470	424	894	107	124	231	577	548
UNC-Chapel Hill	19,396	8,742	6,227	14,969	2,943	1,484	4,427	10,568	6,542	17,110	1,117	1,169	2,286	11,685	7,711
(Academic Affairs)	(16,701)	(7,579)	(5,335)	(12,914)	(2,557)	(1,230)	(3,787)	(9,159)	(5,513)	(14,672)	(977)	(1,052)	(2,029)	(10,136)	(6,565)
(Health Affairs)	(2,695)	(1,163)	(892)	(2,055)	(386)	(254)	(640)	(1,409)	(1,029)	(2,438)	(140)	(117)	(257)	(1,549)	(1,146)
UNC-Charlotte	6,123	3,314	2,586	5,900	137	86	223	2,497	1,843	4,340	954	829	1,783	3,451	2,672
UNC-Greensboro	7,856	1,949	4,941	6,890	272	694	966	1,354	4,519	5,873	867	1,116	1,983	2,221	5,635
UNC-Wilmington	2,542	1,321	1,125	2,446	65	31	96	1,163	906	2,069	223	250	473	1,386	1,156
Western Carolina	5,844	2,928	2,443	5,371	261	212	473	2,622	2,151	4,773	567	504	1,071	3,189	2,655
Winston-Salem	1,653	596	939	1,535	58	60	118	604	920	1,524	50	79	129	654	999
UNC Total	90,454	41,993	36,302	78,295	7,495	4,664	12,159	41,571	33,900	75,471	7,917	7,066	14,983	49,488	40,966
MILITARY CENTERS															
Fort Bragg*	891	723	168	891	-	-	-	174	29	203	549	139	688	723	168
Camp Lejeune (ECU)	395	354	31	385	-	-	-	25	7	32	329	24	353	354	31
Cherry Point (ECU)	454	329	57	386	54	14	68	34	14	48	349	57	406	383	71
Mil. Ctrs. Total	1,730	1,406	256	1,662	54	14	68	233	50	283	1,227	220	1,447	1,460	270
COMMUNITY COLLEGES**															
Caldwell	284	159	123	282	2	-	2	129	86	215	32	37	69	161	123
Central Piedmont	2,165	1,454	646	2,100	47	18	65	933	330	1,263	568	334	902	1,501	664
Coastal Carolina	465	187	133	320	98	47	145	160	107	267	125	73	198	285	180
Col. of The Albemarle	358	189	133	322	35	1	36	170	103	273	54	31	85	224	134
Craven	73	44	25	69	-	4	4	38	25	63	6	4	10	44	29
Davidson County	538	347	188	535	3	-	3	208	108	316	142	80	222	350	188
Gaston	626	340	275	615	9	2	11	254	192	446	95	85	180	349	277
Isothermal	251	147	104	251	-	-	-	117	78	195	30	26	56	147	104

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION,
RESIDENCE STATUS, FULL-TIME AND PART-TIME AND SEX, FALL 1973

INSTITUTION	TOTAL ENROLLMENT	IN-STATE			OUT-OF-STATE			FULL-TIME			PART-TIME			TOTAL	
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
COMMUNITY COLLEGES** (Cont.)															
Lenoir	581	345	230	575	5	1	6	238	122	360	112	109	221	350	231
Mitchell	454	253	181	434	17	3	20	258	153	411	12	31	43	270	184
Rockingham	462	306	148	454	8	-	8	245	120	365	69	28	97	314	148
Sandhills	585	412	166	578	4	3	7	372	140	512	44	29	73	416	169
Southeastern	512	262	235	497	9	6	15	227	178	405	44	63	107	271	241
Surry	675	320	329	649	13	13	26	176	115	291	157	227	384	333	342
Wayne	568	348	179	527	34	7	41	228	123	351	154	63	217	382	186
Western Piedmont	347	193	153	346	-	1	1	147	113	260	46	41	87	193	154
Wilkes	250	154	93	247	1	2	3	132	76	208	23	19	42	155	95
Com. Col. Total	9,194	5,460	3,341	8,801	285	108	393	4,032	2,169	6,201	1,713	1,280	2,993	5,745	3,449
PUBLIC TOTAL	101,378	48,859	39,899	88,758	7,834	4,786	12,620	45,836	36,119	81,955	10,857	8,566	19,423	56,693	44,685
PRIVATE INSTITUTIONS															
SENIOR COLLEGES & UNIVERSITIES															
Atlantic Christian	1,721	612	737	1,349	196	176	372	719	831	1,550	89	82	171	808	913
Barber-Scotia	456	95	164	259	93	104	197	182	255	437	6	13	19	188	268
Belmont Abbey	622	160	57	217	358	47	405	487	78	565	31	26	57	518	104
Bennett	537	-	236	236	-	301	301	-	535	535	-	2	2	-	537
Campbell	2,207	972	750	1,722	361	124	485	1,283	805	2,088	50	69	119	1,333	874
Catawba	1,147	250	244	494	372	281	653	615	518	1,133	7	7	14	622	525
Davidson	1,187	337	55	392	701	94	795	1,032	144	1,176	6	5	11	1,038	149
Duke	9,043	1,120	683	1,803	4,796	2,444	7,240	5,429	2,836	8,265	487	291	778	5,916	3,127
Elon	2,005	743	464	1,207	484	314	798	1,100	690	1,790	127	88	215	1,227	778
Gardner Webb	1,525	574	505	1,079	311	135	446	839	587	1,426	46	53	99	885	640
Greensboro	551	116	248	364	80	107	187	188	342	530	8	13	21	196	355
Guilford	1,584	801	330	1,131	239	214	453	722	434	1,156	318	110	428	1,040	544
High Point	1,020	317	242	559	277	184	461	570	407	977	24	19	43	594	426
Johnson C. Smith	1,083	186	176	362	402	319	721	578	489	1,067	10	6	16	588	495
Lenoir Rhyne	1,366	455	525	980	167	219	386	594	720	1,314	28	24	52	622	744
Livingstone	750	177	216	393	230	127	357	403	340	743	4	3	7	407	343
Mars Hill	1,515	414	461	875	336	304	640	726	724	1,450	24	41	65	750	765
Meredith	1,357	34	1,113	1,147	-	210	210	-	1,251	1,251	34	72	106	34	1,323
Methodist	631	321	206	527	70	34	104	377	219	596	14	21	35	391	240
N.C. Wesleyan	501	183	130	313	127	61	188	280	166	446	30	25	55	310	191
Pfeiffer	1,037	419	317	736	168	133	301	525	424	949	62	26	88	587	450
Queens	633	9	286	295	3	335	338	8	519	527	4	102	106	12	621
Sacred Heart	175	4	104	108	-	67	67	4	157	161	-	14	14	4	171

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, RESIDENCE STATUS, FULL-TIME AND PART-TIME, AND SEX, FALL 1973

INSTITUTION	TOTAL ENROLLMENT	IN-STATE			OUT-OF-STATE			FULL-TIME			PART-TIME			TOTAL	
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
SENIOR COL. & UNIV. (Cont.)															
St. Andrews	716	143	160	303	201	212	413	337	362	699	7	10	17	344	372
St. Augustine's	1,488	352	461	813	295	380	675	625	788	1,413	22	53	75	647	841
Salem	620	9	339	348	-	272	272	3	560	563	6	51	57	9	611
Shaw	1,529	312	285	597	562	370	932	860	644	1,504	14	11	25	874	655
Wake Forest	4,116	1,417	685	2,102	1,459	555	2,014	2,786	1,166	3,932	90	94	184	2,876	1,240
Warren Wilson	388	27	52	79	146	163	309	171	207	378	2	8	10	173	215
Sr. Col. and Univ. Total	41,510	10,559	10,231	20,790	12,434	8,286	20,720	21,443	17,178	38,621	1,550	1,339	2,889	22,993	18,517
THEOLOGICAL SEMINARY															
Southeastern Baptist Theological Seminary	634	290	24	314	286	34	320	538	46	584	38	12	50	576	58
BIBLE COLLEGES															
John Wesley	69	48	8	56	7	6	13	45	10	55	10	4	14	55	14
Piedmont	397	133	65	198	119	80	199	229	139	368	23	6	29	252	145
Bible Col. Total	466	181	73	254	126	86	212	274	149	423	33	10	43	307	159
JUNIOR COLLEGES															
Brevard	477	156	143	299	93	85	178	245	219	464	4	9	13	249	228
Chowan	1,149	383	149	532	416	201	617	786	335	1,121	13	15	28	799	350
Kittrell	336	115	107	222	62	52	114	176	159	335	1	-	1	177	159
Lees-McRae	721	311	184	495	167	59	226	476	240	716	2	3	5	478	243
Louisburg	737	365	248	613	94	30	124	458	271	729	1	7	8	459	278
Montreat-Anderson	378	109	90	199	97	82	179	201	165	366	5	7	12	206	172
Mount Olive	286	141	134	275	7	4	11	144	126	270	4	12	16	148	138
Peace	460	-	411	411	-	49	49	-	457	457	-	3	3	-	460
St. Mary's	315	-	224	224	-	91	91	-	308	308	-	7	7	-	315
Wingate	1,414	726	488	1,214	142	58	200	838	489	1,327	30	57	87	868	546
Jr. Col. Total	6,273	2,306	2,178	4,484	1,078	711	1,789	3,324	2,769	6,093	60	120	180	3,384	2,889
PRIVATE TOTAL	48,883	13,336	12,506	25,842	13,924	9,117	23,041	25,579	20,142	45,721	1,681	1,481	3,162	27,260	21,623
GRAND TOTAL	150,261	62,195	52,405	114,600	21,758	13,903	35,661	71,415	56,261	127,676	12,538	10,047	22,585	83,953	66,308

* Fayetteville State University is in charge of undergraduate programs. East Carolina University, N.C. State University and UNC-Charlotte are in charge of graduate programs.

** College parallel students only. Does not include special credit students.

Appendix UNC-8

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, LEVEL OF INSTRUCTION, AND RESIDENCE STATUS, FALL 1973

INSTITUTION	UNDERGRADUATE				FIRST PROFESSIONAL				GRADUATE				ALL STUDENTS			
	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State
PUBLIC INSTITUTIONS																
UNIV. OF NORTH CAROLINA																
Appalachian	6,604	6,143	461	7.0%	-	-	-	-	961	847	94	10.0%	7,545	6,990	555	7.4%
East Carolina	8,849	7,599	1,250	14.1	20	20	-	-	1,199	1,111	88	7.3	10,068	8,730	1,338	13.3
(Academic Affairs)	(7,746)	(6,644)	(1,102)	(14.2)	(-)	(-)	(-)	(-)	(1,127)	(1,046)	(81)	(7.2)	(8,873)	(7,690)	(1,183)	(13.3)
(Health Affairs)	(1,103)	(955)	(148)	(13.4)	(20)	(20)	(-)	(-)	(72)	(65)	(7)	(9.7)	(1,195)	(1,040)	(155)	(13.0)
Elizabeth City	1,146	990	156	13.6	-	-	-	-	-	-	-	-	1,146	990	156	13.6
Fayetteville	1,790	1,624	166	9.3	-	-	-	-	-	-	-	-	1,790	1,624	166	9.3
N.C. A and T	4,151	3,399	752	18.1	-	-	-	-	600	573	27	4.5	4,751	3,972	779	16.4
N.C. Central	3,365	3,045	320	9.5	292	216	76	26.0%	405	391	14	3.4	4,062	3,652	410	10.1
N.C. School of the Arts	378	152	226	59.8	-	-	-	-	-	-	-	-	378	152	226	59.8
N.C. State University	11,882	10,645	1,237	10.4	-	-	-	-	2,375	1,538	837	35.2	14,257	12,183	2,074	14.5
Pembroke	1,918	1,835	83	4.3	-	-	-	-	-	-	-	-	1,918	1,835	83	4.3
UNC-Asheville	1,125	1,056	69	6.1	-	-	-	-	-	-	-	-	1,125	1,056	69	6.1
UNC-Chapel Hill	13,469	11,448	2,020	15.0	1,463	1,323	140	9.6	4,465	2,198	2,267	50.8	19,396	14,969	4,427	22.8
(Academic Affairs)	(12,411)	(10,468)	(1,943)	(15.6)	(699)	(632)	(67)	(9.6)	(3,591)	(1,814)	(1,777)	(49.5)	(16,701)	(12,914)	(3,787)	(22.7)
(Health Affairs)	(1,057)	(980)	(77)	(7.3)	(764)	(691)	(73)	(9.6)	(874)	(384)	(490)	(56.1)	(2,695)	(2,055)	(640)	(23.7)
UNC-Charlotte	5,270	5,061	209	4.0	-	-	-	-	853	839	14	26.1	6,123	5,900	223	3.6
UNC-Greensboro	5,785	5,076	709	12.2	-	-	-	-	2,071	1,814	257	44.6	7,856	6,890	966	12.3
UNC-Wilmington	2,542	2,446	96	3.8	-	-	-	-	-	-	-	-	2,542	2,446	96	3.8
Western Carolina	5,156	4,754	402	7.8	-	-	-	-	688	617	71	10.3	5,844	5,371	473	8.1
Winston-Salem	1,653	1,535	118	7.1	-	-	-	-	-	-	-	-	1,653	1,535	118	7.1
UNC Total	75,082	66,808	8,274	11.0	1,775	1,559	216	12.2	13,597	9,928	3,669	27.0	90,454	78,295	12,159	13.4
MILITARY CENTERS																
Fort Bragg*	610	610	-	-	-	-	-	-	281	281	-	-	891	891	-	-
Camp Lejeune (ECU)	385	385	-	-	-	-	-	-	-	-	-	-	385	385	-	-
Cherry Point	454	386	68	15.0	-	-	-	-	-	-	-	-	454	386	68	15.0
Mil. Ctrs. Total	1,449	1,381	68	4.7	-	-	-	-	281	281	-	-	1,730	1,662	68	3.9
COMMUNITY COLLEGES**																
Caldwell	284	282	2	0.7	-	-	-	-	-	-	-	-	284	282	2	0.7
Central Piedmont	2,165	2,100	65	3.0	-	-	-	-	-	-	-	-	2,165	2,100	65	3.0
Coastal Carolina	465	320	145	31.2	-	-	-	-	-	-	-	-	465	320	145	31.2
Col. of The Albemarle	358	322	36	10.0	-	-	-	-	-	-	-	-	358	322	36	10.0
Craven	73	69	4	5.5	-	-	-	-	-	-	-	-	73	69	4	5.5
Davidson County	538	535	3	0.6	-	-	-	-	-	-	-	-	538	535	3	0.6
Gaston	626	615	11	1.8	-	-	-	-	-	-	-	-	626	615	11	1.8
Isothermal	251	251	-	-	-	-	-	-	-	-	-	-	251	251	-	-

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, LEVEL OF INSTRUCTION, AND RESIDENCE STATUS, FALL 1973

	UNDERGRADUATE				FIRST PROFESSIONAL				GRADUATE				ALL STUDENTS			
INSTITUTION	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State
COMMUNITY COLLEGES** (Cont.)																
Lenoir	581	575	6	1.0%	-	-	-	-	-	-	-	-	581	575	6	1.0%
Mitchell	454	434	20	4.4	-	-	-	-	-	-	-	-	454	434	20	4.4
Rockingham	462	454	8	1.7	-	-	-	-	-	-	-	-	462	454	8	1.7
Sandhills	585	578	7	1.2	-	-	-	-	-	-	-	-	585	578	7	1.2
Southeastern	512	497	15	2.9	-	-	-	-	-	-	-	-	512	497	15	2.9
Surry	675	649	26	3.8	-	-	-	-	-	-	-	-	675	649	26	3.8
Wayne	568	527	41	7.2	-	-	-	-	-	-	-	-	568	527	41	7.2
Western Piedmont	347	346	1	0.3	-	-	-	-	-	-	-	-	347	346	1	0.3
Wilkes	250	247	3	1.2	-	-	-	-	-	-	-	-	250	247	3	1.2
Comm. Col. Total	9,194	8,801	393	4.3	-	-	-	-	-	-	-	-	9,194	8,801	393	4.3
PUBLIC TOTAL	85,725	76,990	8,735	10.2	1,775	1,559	216	12.2%	13,878	10,209	3,669	26.4%	101,378	88,758	12,620	12.4
PRIVATE INSTITUTIONS																
SR. COL. & UNIV.																
Atlantic Christian	1,721	1,349	372	21.6	-	-	-	-	-	-	-	-	1,721	1,349	372	21.6
Barber-Scotia	456	259	197	43.2	-	-	-	-	-	-	-	-	456	259	197	43.2
Belmont Abbey	622	217	405	65.1	-	-	-	-	-	-	-	-	622	217	405	65.1
Bennett	537	236	301	56.0	-	-	-	-	-	-	-	-	537	236	301	56.0
Campbell	2,207	1,722	485	22.0	-	-	-	-	-	-	-	-	2,207	1,722	485	22.0
Catawba	1,147	494	653	56.9	-	-	-	-	-	-	-	-	1,147	494	653	56.9
Davidson	1,187	392	795	67.0	-	-	-	-	-	-	-	-	1,187	392	795	67.0
Duke	5,909	1,084	4,825	81.6	1,209	268	941	77.8	1,925	451	1,474	76.6	9,043	1,803	7,240	80.1
Elon	2,005	1,207	798	39.8	-	-	-	-	-	-	-	-	2,005	1,207	798	39.8
Gardner-Webb	1,525	1,079	446	29.2	-	-	-	-	-	-	-	-	1,525	1,079	446	29.2
Greensboro	551	364	187	33.9	-	-	-	-	-	-	-	-	551	364	187	33.9
Guilford	1,584	1,131	453	28.6	-	-	-	-	-	-	-	-	1,584	1,131	453	28.6
High Point	1,020	559	461	45.2	-	-	-	-	-	-	-	-	1,020	559	461	45.2
Johnson C. Smith	1,083	362	721	66.6	-	-	-	-	-	-	-	-	1,083	362	721	66.6
Lenoir Rhyne	1,366	980	386	28.2	-	-	-	-	-	-	-	-	1,366	980	386	28.2
Livingstone	750	393	357	47.6	-	-	-	-	-	-	-	-	750	393	357	47.6
Mars Hill	1,515	875	640	42.2	-	-	-	-	-	-	-	-	1,515	875	640	42.2
Meredith	1,357	1,147	210	15.5	-	-	-	-	-	-	-	-	1,357	1,147	210	15.5
Methodist	631	527	104	16.5	-	-	-	-	-	-	-	-	631	527	104	16.5
N.C. Wesleyan	501	313	188	37.5	-	-	-	-	-	-	-	-	501	313	188	37.5
Pfeiffer	1,037	736	301	29.0	-	-	-	-	-	-	-	-	1,037	736	301	29.0
Queens	633	295	338	53.4	-	-	-	-	-	-	-	-	633	295	338	53.4
Sacred Heart	175	108	67	38.3	-	-	-	-	-	-	-	-	175	108	67	38.3
St. Andrews	716	303	413	57.7	-	-	-	-	-	-	-	-	716	303	413	57.7

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, LEVEL OF INSTRUCTION, AND RESIDENCE STATUS, FALL 1973

INSTITUTION	UNDERGRADUATE				FIRST PROFESSIONAL				GRADUATE				ALL STUDENTS			
	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State	Total	In-State	Out-of-State	Percent Out-of-State
SR. COL. & UNIV. (Cont.)																
St. Augustine's	1,488	813	675	45.4%	-	-	-	-	-	-	-	-	1,488	813	675	45.4%
Salem	620	348	272	43.9	-	-	-	-	-	-	-	-	620	348	272	43.9
Shaw	1,529	597	932	61.0	-	-	-	-	-	-	-	-	1,529	597	932	61.0
Wake Forest	2,910	1,382	1,528	52.5	712	426	286	40.2%	494	294	200	40.5%	4,116	2,102	2,014	48.9
Warren Wilson	388	79	309	79.6	-	-	-	-	-	-	-	-	388	79	309	79.6
Sr. Col. & Univ. Total	37,170	19,351	17,819	47.9	1,921	694	1,227	63.9	2,419	745	1,674	69.2	41,510	20,790	20,720	49.9
THEOLOGICAL SEMINARY																
Southeastern Baptist Theological Seminary	89	49	40	44.9	415	209	206	49.6	130	56	74	56.9	634	314	320	50.5
BIBLE COLLEGES																
John Wesley	69	56	13	18.8	-	-	-	-	-	-	-	-	69	56	13	18.8
Piedmont	397	198	199	50.1	-	-	-	-	-	-	-	-	397	198	199	50.1
Bible Col. Total	466	254	212	45.5	-	-	-	-	-	-	-	-	466	254	212	45.5
JUNIOR COLLEGES																
Brevard	477	299	178	37.3	-	-	-	-	-	-	-	-	477	299	178	37.3
Chowan	1,149	* 532	617	53.7	-	-	-	-	-	-	-	-	1,149	532	617	53.7
Kittrell	336	222	114	33.9	-	-	-	-	-	-	-	-	336	222	114	33.9
Lees-McRae	721	495	226	31.3	-	-	-	-	-	-	-	-	721	495	226	31.3
Louisburg	737	613	124	16.8	-	-	-	-	-	-	-	-	737	613	124	16.8
Montreat-Anderson	378	199	179	47.4	-	-	-	-	-	-	-	-	378	199	179	47.4
Mount Olive	286	275	11	3.8	-	-	-	-	-	-	-	-	286	275	11	3.8
Peace	460	411	49	10.6	-	-	-	-	-	-	-	-	460	411	49	10.6
St. Mary's	315	224	91	28.9	-	-	-	-	-	-	-	-	315	224	91	28.9
Wingate	1,414	1,214	200	14.1	-	-	-	-	-	-	-	-	1,414	1,214	200	14.1
Jr. Col. Total	5,273	4,484	1,789	28.5	-	-	-	-	-	-	-	-	6,273	4,484	1,789	28.5
PRIVATE TOTAL	43,998	24,138	19,860	45.1	2,336	903	1,433	61.3	2,549	801	1,748	68.6	48,883	25,842	23,041	47.1
GRAND TOTAL	129,723	101,128	28,595	22.0	4,111	2,462	1,649	40.1	16,427	11,010	5,417	33.0	150,261	114,600	35,661	23.7

* Fayetteville State University is in charge of undergraduate programs. East Carolina, N. C. State University and UNC-Charlotte are in charge of graduate programs.
** College parallel students only. Does not include special credit students.

Appendix UNC-9

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	UNDERGRADUATE								FIRST PROFES-SIONAL***	GRADUATE	GRAND TOTAL
	Occupa-tional*	Freshman	Sophomore	Junior	Senior	Fifth Year**	Special	Total Undergraduate			
PUBLIC INSTITUTIONS											
UNIVERSITY OF NORTH CAROLINA											
Appalachian	-	1,906	1,302	1,699	1,458	-	239	6,604	-	941	7,545
East Carolina	-	2,929	2,123	1,883	1,907	-	7	8,849	20	1,199	10,068
(Academic Affairs)	(-)	(2,686)	(1,862)	(1,593)	(1,599)	(-)	(6)	(7,746)	(-)	(1,127)	(8,873)
(Health Affairs)	(-)	(243)	(261)	(290)	(308)	(-)	(1)	(1,103)	(20)	(72)	(1,195)
Elizabeth City	-	397	246	212	261	-	30	1,146	-	-	1,146
Fayetteville	-	550	450	344	372	-	74	1,790	-	-	1,790
N.C. A and T	-	1,139	958	1,103	907	6	38	4,151	-	600	4,751
N.C. Central	-	1,054	851	657	626	-	177	3,365	292	405	4,062
N.C. School of the Arts	13	132	82	66	58	-	27	378	-	-	378
N.C. State University	236	3,184	2,669	2,341	2,361	10	1,081	11,882	-	2,375	14,257
Pembroke	-	526	465	455	389	-	83	1,918	-	-	1,918
UNC-Asheville	-	380	215	191	150	-	189	1,125	-	-	1,125
UNC-Chapel Hill	-	3,226	2,792	3,464	3,286	143	557	13,468	1,463	4,465	19,396
(Academic Affairs)	(-)	(3,207)	(2,610)	(3,087)	(2,950)	(-)	(557)	(12,411)	(699)	(3,591)	(16,701)
(Health Affairs)	(-)	(19)	(182)	(377)	(336)	(143)	(-)	(1,057)	(764)	(874)	(2,695)
UNC-Charlotte	-	1,134	1,232	1,501	1,025	-	378	5,270	-	853	6,123
UNC-Greensboro	-	1,309	1,388	1,478	1,351	-	259	5,785	-	2,071	7,856
UNC-Wilmington	91	801	595	397	405	-	253	2,542	-	-	2,542
Western Carolina	-	2,323	1,029	859	890	-	55	5,156	-	688	5,844
Winston-Salem	-	687	357	304	262	-	43	1,653	-	-	1,653
UNC Total	340	21,677	16,754	16,954	15,708	159	3,490	75,082	1,775	13,597	90,454
MILITARY CENTERS											
Fort Bragg	-	495	36	46	33	-	-	610	-	281	891
Camp Lejeune (ECU)	-	307	52	19	4	3	-	385	-	-	385
Cherry Point (ECU)	-	345	68	27	10	4	-	454	-	-	454
Military Centers Total	-	1,147	156	92	47	7	-	1,449	-	281	1,730
COMMUNITY COLLEGES****											
Caldwell	-	194	90	-	-	-	-	284	-	-	284
Central Piedmont	-	1,617	548	-	-	-	-	2,165	-	-	2,165
Coastal Carolina	-	366	99	-	-	-	-	465	-	-	465
Col. of The Albemarle	-	257	101	-	-	-	-	358	-	-	358
Craven	-	61	12	-	-	-	-	73	-	-	73
Davidson County	-	393	145	-	-	-	-	538	-	-	538
Gaston	-	388	238	-	-	-	-	626	-	-	626
Isothermal	-	168	83	-	-	-	-	251	-	-	251
Lenoir	-	369	212	-	-	-	-	581	-	-	581
Mitchell	-	300	154	-	-	-	-	454	-	-	454

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	UNDERGRADUATE								FIRST PROFES-SIONAL***	GRADUATE	GRAND TOTAL
	Occupa-tional*	Freshman	Sophomore	Junior	Senior	Fifth Year**	Special	Total Undergraduate			
COMMUNITY COLLEGES**** (Cont.)											
Rockingham	-	314	148	-	-	-	-	462	-	-	462
Sandhills	-	357	228	-	-	-	-	585	-	-	585
Southeastern	-	355	157	-	-	-	-	512	-	-	512
Surry	-	482	193	-	-	-	-	675	-	-	675
Wayne	-	490	78	-	-	-	-	568	-	-	568
Western Piedmont	-	247	100	-	-	-	-	347	-	-	347
Wilkes	-	153	97	-	-	-	-	250	-	-	250
Community Colleges Total	-	6,511	2,683	-	-	-	-	9,194	-	-	9,194
PUBLIC TOTAL	340	29,335	19,593	17,046	15,755	166	3,490	85,725	1,775	13,878	101,378
PRIVATE INSTITUTIONS											
SENIOR COLLEGES & UNIVERSITIES											
Atlantic Christian	-	462	458	384	383	-	34	1,721	-	-	1,721
Barber-Scotia	-	150	210	45	49	-	2	456	-	-	456
Belmont Abbey	-	219	97	133	138	-	35	622	-	-	622
Bennett	-	167	143	136	88	-	3	537	-	-	537
Campbell	-	655	466	477	600	-	9	2,207	-	-	2,207
Catawba	-	360	259	246	267	-	15	1,147	-	-	1,147
Davidson	-	336	310	276	251	-	14	1,187	-	-	1,187
Duke	295	1,170	1,385	1,501	1,249	162	147	5,909	1,209	1,925	9,043
Elon	-	706	454	391	329	-	125	2,005	-	-	2,005
Gardner-Webb	132	460	304	287	319	-	23	1,525	-	-	1,525
Greensboro	-	123	139	173	116	-	-	551	-	-	551
Guilford	-	422	363	334	275	-	190	1,584	-	-	1,584
High Point	-	314	260	235	177	-	34	1,020	-	-	1,020
Johnson C. Smith	-	501	267	147	163	-	5	1,083	-	-	1,083
Lenoir Rhyne	-	374	338	315	321	-	18	1,366	-	-	1,366
Livingstone	-	242	163	155	178	-	12	750	-	-	750
Mars Hill	-	481	364	317	328	-	25	1,515	-	-	1,515
Meredith	-	338	338	307	291	-	83	1,357	-	-	1,357
Methodist	-	161	146	121	194	-	9	631	-	-	631
N.C. Wesleyan	-	87	102	132	125	-	55	501	-	-	501
Pfeiffer	-	380	205	189	175	-	88	1,037	-	-	1,037
Queens	-	209	112	103	113	-	96	633	-	-	633
Sacred Heart	-	37	33	44	51	2	8	175	-	-	175
St. Andrews	-	211	205	194	90	-	16	716	-	-	716
St. Augustine's	-	653	377	233	225	-	-	1,488	-	-	1,488
Salem	-	179	173	103	106	3	56	620	-	-	620
Shaw	-	690	314	234	278	-	13	1,529	-	-	1,529

NUMBER OF STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, CLASS, AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	UNDERGRADUATE								FIRST PROFES-SIONAL***	GRADUATE	GRAND TOTAL
	Occupa-tional*	Freshman	Sophomore	Junior	Senior	Fifth Year**	Special	Total Undergraduate			
SENIOR COL. & UNIV. (Cont.)											
Wake Forest	-	771	720	746	636	-	37	2,910	712	494	4,116
Warren Wilson	-	158	96	77	47	-	10	388	-	-	388
Senior Col. & Univ. Total	427	11,016	8,801	8,035	7,562	167	1,162	37,170	1,921	2,419	41,510
THEOLOGICAL SEMINARY											
Southeastern Baptist Theological Seminary	89	-	-	-	-	-	-	89	415	130	634
BIBLE COLLEGES											
John Wesley	3	29	15	14	7	-	1	69	-	-	69
Piedmont	-	146	80	93	47	31	-	397	-	-	397
Bible Colleges Total	3	175	95	107	54	31	1	466	-	-	466
JUNIOR COLLEGES											
Brevard	-	309	168	-	-	-	-	477	-	-	477
Chowan	32	700	417	-	-	-	-	1,149	-	-	1,149
Kittrell	-	184	152	-	-	-	-	336	-	-	336
Lees-McRae	78	406	230	-	-	-	7	721	-	-	721
Louisburg	120	376	241	-	-	-	-	737	-	-	737
Montreat-Anderson	-	221	145	-	-	-	12	378	-	-	378
Mount Olive	-	156	130	-	-	-	-	286	-	-	286
Peace	94	193	173	-	-	-	-	460	-	-	460
St. Mary's	-	161	154	-	-	-	-	315	-	-	315
Wingate	216	624	496	-	-	-	78	1,414	-	-	1,414
Junior Colleges Total	540	3,330	2,306	-	-	-	97	6,273	-	-	6,273
PRIVATE TOTAL	1,059	14,521	11,202	8,142	7,616	198	1,260	43,998	2,336	2,549	48,883
GRAND TOTAL	1,399	43,856	30,795	25,188	23,371	364	4,750	129,723	4,111	16,4[illegible]	150,262

NOTE: Fayetteville State University is in charge of undergraduate programs and East Carolina University, N. C. State University, and UNC-Charlotte are in charge of graduate programs at Fort Bragg.

* College parallel students only. Does not include special credit students.

** Fifth-Year includes students who are enrolled in programs requiring five years of study for a bachelor's degree (architecture, engineering, etc.).

*** First Professional includes students who are in professional schools or programs (law, medicine, dentistry, and theology) which require at least two or more academic years of college work for entrance.

**** The community college system (including technical institutes) enrolls 28,876 students in two-year technical programs, [illegible] students in vocational programs, and 8,948 students in general education in addition to the college parallel students included in this table.

Appendix UNC-10

NUMBER OF FRESHMAN APPLICATIONS, ACCEPTANCES, AND ENROLLEES IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

INSTITUTION	NUMBER OF APPLICATIONS							NUMBER OF ACCEPTANCES							NUMBER OF ACTUAL ENROLLEES						
	In-State		Out-of-State		All Students			In-State		Out-of-State		All Students			In-State		Out-of-State		All Students		
	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total
UNIVERSITY OF NORTH CAROLINA																					
Appalachian	1,378	1,500	218	168	1,596	1,668	3,264	1,085	1,329	160	142	1,245	1,471	2,716	649	798	71	58	720	856	1,576
East Carolina	1,579	1,886	528	582	2,107	2,468	4,575	1,238	1,604	378	452	1,616	2,056	3,672	706	998	120	149	826	1,147	1,973
Elizabeth City	178	233	109	31	287	264	551	169	221	89	29	258	250	508	98	152	41	13	139	165	304
Fayetteville	344	466	120	95	464	561	1,025	272	410	65	91	337	501	838	183	257	31	29	214	286	500
N.C. A and T	714	632	525	311	1,239	943	2,182	564	509	301	214	865	723	1,588	410	346	95	98	505	444	949
N.C. Central	443	627	188	171	631	798	1,429	371	578	132	133	503	711	1,214	276	413	53	50	329	463	792
N.C. School of the Arts	26	32	45	80	71	112	183	17	19	28	42	45	61	106	13	18	21	36	34	54	88
N.C. State University	3,008	1,139	877	224	3,885	1,363	5,248	2,555	1,003	572	157	3,127	1,160	4,287	1,650	557	230	61	1,880	618	2,498
Pembroke	175	200	31	20	206	220	426	150	160	20	15	170	175	345	132	145	15	5	147	150	297
UNC-Asheville	134	150	27	17	161	167	328	122	146	24	16	146	162	308	89	101	10	9	99	110	209
UNC-Chapel Hill	2,961	2,139	2,210	1,725	5,171	3,864	9,035	2,046	1,625	892	487	2,938	2,112	5,050	1,432	1,164	401	211	1,833	1,375	3,208
UNC-Charlotte	1,051	927	210	155	1,261	1,082	2,343	826	757	41	51	867	808	1,675	426	413	18	14	444	427	871
UNC-Greensboro	401	1,587	113	413	514	2,000	2,514	315	1,426	90	369	405	1,795	2,200	195	930	46	138	241	1,068	1,309
UNC-Wilmington	489	475	76	33	565	508	1,073	358	360	56	23	424	383	807	271	241	25	7	296	248	544
Western Carolina	1,039	966	169	131	1,208	1,097	2,305	956	905	149	120	1,105	1,025	2,130	726	670	77	58	803	728	1,531
Winston-Salem	234	463	52	55	286	518	804	186	322	20	32	206	354	560	135	232	9	12	144	244	388
TOTAL	14,154	13,422	5,498	4,211	19,652	17,633	37,285	11,240	11,374	3,017	2,373	14,257	13,747	28,004	7,391	7,435	1,263	948	8,654	8,383	17,037

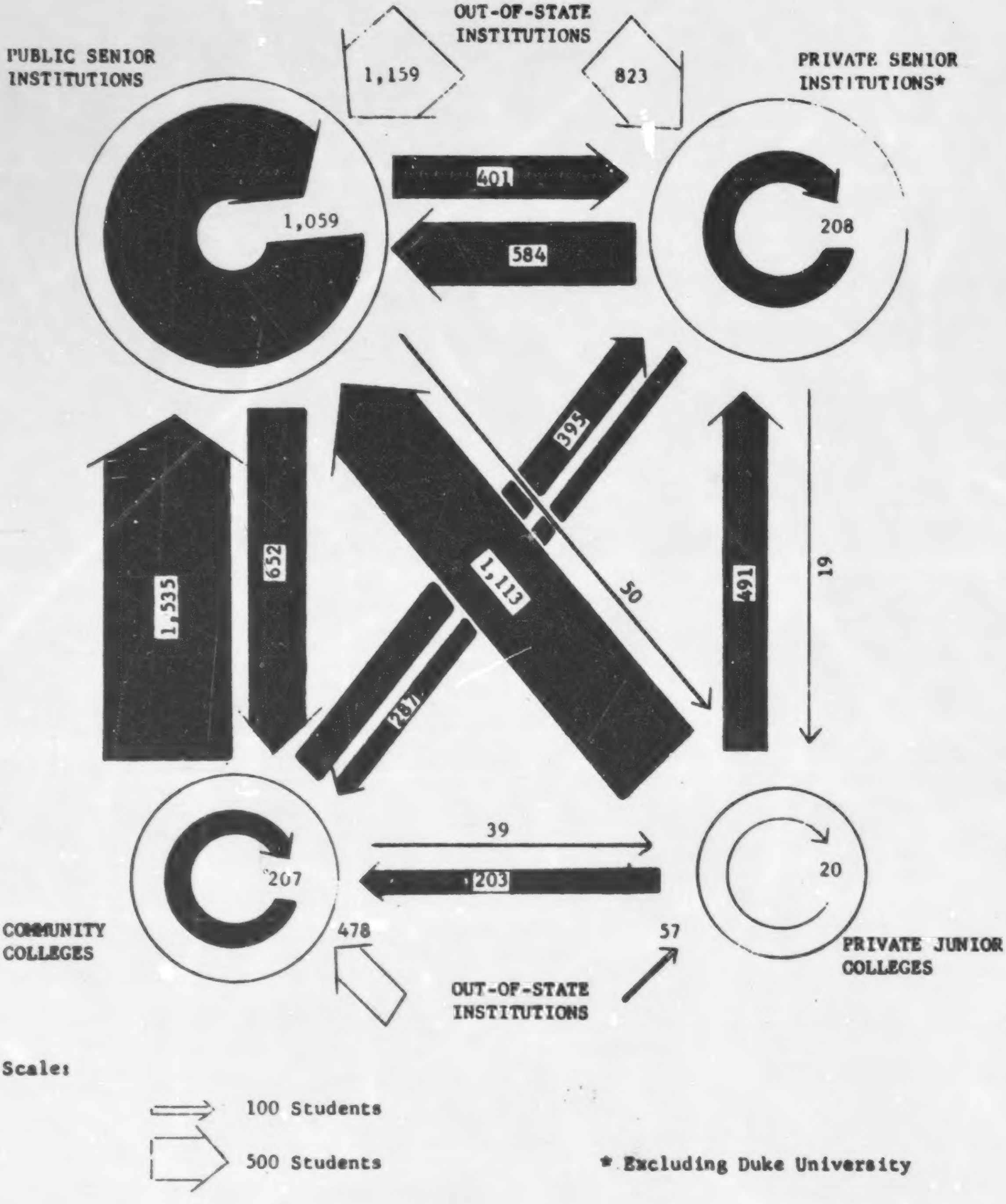
Appendix UNC-11

NUMBER OF TRANSFER APPLICATIONS, ACCEPTANCES, AND ENROLLEES IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

INSTITUTION	NUMBER OF APPLICATIONS							NUMBER OF ACCEPTANCES							NUMBER OF ACTUAL ENROLLEES						
	In-State		Out-of-State		All Students			In-State		Out-of-State		All Students			In-State		Out-of-State		All Students		
	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Total
UNIVERSITY OF NORTH CAROLINA																					
Appalachian	498	406	67	71	565	477	1,042	435	368	52	63	487	431	918	369	268	19	36	388	304	692
East Carolina	524	585	112	147	636	732	1,368	376	464	64	89	440	553	993	267	315	31	45	298	360	658
Elizabeth City	40	57	13	3	53	60	113	34	49	7	3	41	52	93	26	39	4	1	30	40	70
Fayetteville	82	96	12	1	94	97	191	70	82	12	7	82	89	171	45	56	4	2	49	58	107
N.C. A and T	107	73	69	51	176	124	300	88	52	42	35	130	87	217	56	37	22	23	78	60	138
N.C. Central	70	87	33	48	103	135	238	58	71	20	19	78	90	168	43	41	14	11	57	52	109
N.C. School of the Arts	28	19	49	52	77	71	148	22	7	31	30	53	37	90	21	5	24	25	45	30	75
N.C. State University	735	357	284	104	1,019	461	1,480	520	265	172	68	692	333	1,025	380	164	103	28	483	192	675
Pembroke	139	108	15	20	154	128	282	130	92	12	15	142	107	249	125	86	10	15	135	101	236
UNC-Asheville	69	67	4	2	73	69	142	59	61	4	2	63	63	126	50	45	3	-	53	45	98
UNC-Chapel Hill	693	991	267	574	960	1,565	2,525	428	641	104	198	532	839	1,371	332	510	52	112	384	622	1,006
UNC-Charlotte	1,000	671	86	55	1,086	726	1,812	711	451	38	27	749	478	1,227	548	314	22	23	570	337	907
UNC-Greensboro	267	551	61	143	328	694	1,022	192	452	44	124	236	576	812	139	285	33	96	172	381	553
UNC-Wilmington	237	223	58	59	295	282	577	167	180	51	55	218	235	453	127	120	42	43	169	163	332
Western Carolina	281	259	106	76	387	335	722	245	197	75	50	320	247	567	185	126	48	45	233	171	404
Winston-Salem	38	44	6	8	44	52	96	29	27	4	4	33	31	64	24	22	3	3	27	25	52
TOTAL	4,808	4,594	1,242	1,414	6,050	6,008	12,058	3,564	3,459	732	789	4,296	4,248	8,544	2,737	2,433	434	508	3,171	2,941	6,112

Appendix UNC-12

Flow of Undergraduate Transfers Among North Carolina Colleges and Universities, Fall 1972



* Excluding Duke University

Appendix UNC-13

UNDERGRADUATE TRANSFERS TO NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1966 TO FALL 1973

Type of Institution	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973 Number	Fall 1973 % Change Over 1972
To Public Senior Institutions:									
From Community Colleges	104	258	482	730	988	1,326	1,535	1,698	10.6%
From Private Junior Colleges	822	896	1,055	1,020	1,177	1,131	1,113	1,145	2.9
From Public Senior Institutions	-	610	611	743	929	1,090	1,059	1,235	16.6
From Private Senior Institutions	-	471	565	687	695	686	584	668	14.4
From Out-of-State Institutions	-	1,279	1,161	1,260	1,257	1,278	1,159	1,350	16.5
Subtotal	-	3,514	3,874	4,440	5,046	5,511	5,450	6,096	11.8
To Private Senior Institutions:									
From Community Colleges	44*	81	147	164	193	293	395	395	-
From Private Junior Colleges	385*	499	585	511	514	498	491	387	-21.2
From Public Senior Institutions	-	286	251	283	353	397	401	371	-7.5
From Private Senior Institutions	-	223	224	256	204	230	208	208	-
From Out-of-State Institutions	-	673	784	780	771	834	823	886	7.6
Subtotal	-	1,762**	1,991**	1,994**	2,035**	2,252**	2,318**	2,247**	-3.1
To Community Colleges:									
From Community Colleges	-	-	36	87	138	202	207	320	54.6
From Private Junior Colleges	-	-	182	190	245	212	203	188	-7.4
From Public Senior Institutions	-	-	301	375	577	647	652	640	-1.8
From Private Senior Institutions	-	-	175	236	324	249	287	258	-10.1
From Out-of-State Institutions	-	-	194	260	455	466	478	626	31.0
Subtotal	-	-	888***	1,148	1,739	1,776	1,827	2,032	11.2
To Private Junior Colleges:									
From Community Colleges	-	18	15	19	21	21	39	29	-25.6
From Private Junior Colleges	-	34	33	23	24	22	20	9	-55.0
From Public Senior Institutions	-	60	73	41	59	60	50	37	-26.0
From Private Senior Institutions	-	41	30	32	22	19	19	13	-31.6
From Out-of-State Institutions	-	111	132	103	82	75	57	91	59.6
Subtotal	-	264	283	218	208	197	185	179	-3.2
TOTAL TRANSFERS TO NORTH CAROLINA INSTITUTIONS	-	-	7,036	7,800	9,028	9,736	9,780	10,554	7.9

* Does not include Campbell College, Duke University, and Queens College.

** Does not include Duke University.

*** Does not include Central Piedmont Community College.

- Data not available or not applicable.

Appendix UNC-14

UNDERGRADUATE TRANSFER STUDENTS AT NORTH CAROLINA COLLEGES AND UNIVERSITIES BY TYPE OF INSTITUTION AND SEX, FALL 1973

Type of Institution and Sex	Transferred From Junior Institutions in N.C.			Transferred From Senior Institutions in N.C.			Transferred From All North Carolina Institutions	Transferred From Out-of-State Institutions	GRAND TOTAL
	Community Colleges	Private Junior	Total	Public Senior	Private Senior	Total			
Public Senior Institutions									
Men	1,072	616	1,688	560	287	847	2,535	635	3,170
Women	626	529	1,155	675	381	1,056	2,211	715	2,926
Total	1,698	1,145	2,843	1,235	668	1,903	4,746	1,350	6,096
Private Senior Institutions									
Men	257	200	457	210	103	313	770	519	1,289
Women	138	187	325	161	105	266	591	367	958
Total	395	387	782	371	208	579	1,361	886	2,247
ALL SENIOR INSTITUTIONS									
Men	1,329	816	2,145	770	390	1,160	3,305	1,154	4,459
Women	764	716	1,480	836	486	1,322	2,802	1,082	3,884
Total	2,093	1,532	3,625	1,606	876	2,482	6,107	2,236	8,343
Community Colleges									
Men	201	88	289	373	148	521	810	344	1,154
Women	119	100	219	267	110	377	596	282	878
Total	320	188	508	640	258	898	1,406	626	2,032
Private Junior Colleges									
Men	23	3	26	24	7	31	57	57	114
Women	6	6	12	13	6	19	31	34	65
Total	29	9	38	37	13	50	88	91	179
ALL JUNIOR COLLEGES									
Men	224	91	315	397	155	552	867	401	1,268
Women	125	106	231	280	116	396	627	316	943
Total	349	197	546	677	271	948	1,494	717	2,211
ALL INSTITUTIONS									
Men	1,553	907	2,460	1,167	545	1,712	4,172	1,555	5,727
Women	889	822	1,711	1,116	602	1,718	3,429	1,398	4,827
Total	2,442	1,729	4,171	2,283	1,147	3,430	7,601	2,953	10,554

Appendix UNC-15

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN NORTH CAROLINA PUBLIC INSTITUTIONS BY LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
UNIVERSITY OF NORTH CAROLINA											
Undergraduate	508	0.7%	13,693	18.3%	104	0.1%	176	0.2%	60,601	80.7%	75,082
Graduate	47	0.3	1,512	11.1	52	0.4	69	0.5	11,917	87.7	13,597
First Professional	6	0.3	241	13.6	5	0.3	3	0.2	1,520	85.6	1,775
Total	561	0.6	15,446	17.1	161	0.2	248	0.3	74,038	81.8	90,454
MILITARY CENTERS											
Undergraduate	5	0.3	167	11.5	8	0.6	36	2.5	1,233	85.1	1,449
Graduate	3	1.1	46	16.4	2	0.7	1	0.3	229	81.5	281
Total	8	0.5	213	12.3	10	0.6	37	2.1	1,462	84.5	1,730
COMMUNITY COLLEGES											
Undergraduate	35	0.4	894	9.7	-	-	-	-	8,265	89.9	9,194
PUBLIC TOTAL											
Undergraduate	548	0.6	14,754	17.2	112	0.1	212	0.3	70,099	81.8	85,725
Graduate	50	0.4	1,558	11.2	54	0.4	70	0.5	12,146	87.5	13,878
First Professional	6	0.3	241	13.6	5	0.3	3	0.2	1,520	85.6	1,775
Total	604	0.6	16,553	16.3	171	0.2	285	0.3	83,765	82.6	101,378

Appendix UNC-16

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
Appalachian	17	0.2%	131	1.8%	10	0.1%	7	0.1%	7,380	97.8%	7,545
East Carolina	74	0.7	340	3.4	18	0.2	85	0.8	9,551	94.9	10,068
Elizabeth City	-	-	1,058	92.3	-	-	1	0.1	87	7.6	1,146
Fayetteville	-	-	1,727	96.5	-	-	1	0.1	62	3.4	1,790
N.C. A and T	3	0.1	4,497	94.6	-	-	3	0.1	248	5.2	4,751
N.C. Central	2	(Z)	3,738	92.0	7	0.2	-	-	315	7.8	4,062
N.C. School of the Arts*	-	-	30	7.9	2	0.5	1	0.3	345	91.3	378
N.C. State University	24	0.2	349	2.4	32	0.2	38	0.3	13,814	96.9	14,257
Pembroke	331	17.3	64	3.3	-	-	-	-	1,523	79.4	1,918
UNC-Asheville	1	0.1	33	2.9	1	0.1	3	0.3	1,087	96.6	1,125
UNC-Chapel Hill	54	0.3	985	5.1	59	0.3	63	0.3	18,235	94.0	19,396
UNC-Charlotte	15	0.2	319	5.2	8	0.1	22	0.4	5,759	94.1	6,123
UNC-Greensboro	26	0.3	380	4.8	10	0.1	19	0.3	7,421	94.5	7,856
UNC-Wilmington	-	-	79	3.1	1	(Z)	-	-	2,462	96.9	2,542
Western Carolina	14	0.2	122	2.1	13	0.2	5	0.1	5,690	97.4	5,844
Winston-Salem	-	-	1,594	96.4	-	-	-	-	59	3.6	1,653
Total	561	0.6	15,446	17.1	161	0.2	248	0.3	74,038	81.8	90,454

* Excludes high school students.
NOTE: (Z) represents percentage less than 0.05.

Appendix UNC-17

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT
IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
Appalachian											
Undergraduate	16	0.2%	112	1.7%	7	0.1%	6	0.1%	6,463	97.9%	6,604
Graduate	1	0.1	19	2.0	3	0.3	1	0.1	917	97.5	941
Total	17	0.2	131	1.8	10	0.1	7	0.1	7,380	97.8	7,545
East Carolina											
Undergraduate	58	0.6	192	2.2	7	0.1	81	0.9	8,511	96.2	8,849
Graduate	16	1.3	148	12.4	11	0.9	4	0.3	1,020	85.1	1,199
First Professional	-	-	-	-	-	-	-	-	20	100.0	20
Total	74	0.7	340	3.4	18	0.2	85	0.8	9,551	94.9	10,068
Elizabeth City											
Undergraduate	-	-	1,058	92.3	-	-	1	0.1	87	7.6	1,146
Fayetteville											
Undergraduate	-	-	1,727	96.5	-	-	1	0.1	62	3.4	1,790
N.C. A and T											
Undergraduate	3	0.1	4,073	98.1	-	-	1	(Z)	74	1.8	4,151
Graduate	-	-	424	70.7	-	-	2	0.3	174	29.0	600
Total	3	0.1	4,497	94.6	-	-	3	0.1	248	5.2	4,751
N.C. Central											
Undergraduate	-	-	3,192	94.8	3	0.1	-	-	170	5.1	3,365
Graduate	-	-	374	92.4	3	0.7	-	-	28	6.9	405
First Professional	2	0.7	172	58.9	1	0.3	-	-	117	40.1	292
Total	2	(Z)	3,738	92.0	7	0.2	-	-	315	7.8	4,062
N.C. School of the Arts*											
Undergraduate	-	-	30	7.9	2	0.5	1	0.3	345	91.3	378

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT
IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
N.C. State University											
Undergraduate	21	0.2%	275	2.3%	26	0.2%	18	0.2%	11,542	97.1%	11,882
Graduate	3	0.1	74	3.1	6	0.3	20	0.8	2,272	95.7	2,375
Total	24	0.2	349	2.4	32	0.2	38	0.3	13,814	96.9	14,257
Pembroke											
Undergraduate	331	17.3	64	3.3	-	-	-	-	1,523	79.4	1,918
UNC-Asheville											
Undergraduate	1	0.1	33	2.9	1	0.1	3	0.3	1,087	96.6	1,125
UNC-Chapel Hill											
Undergraduate	35	0.3	693	5.1	35	0.3	27	0.2	12,678	94.1	13,468
Graduate	15	0.3	223	5.0	20	0.5	33	0.7	4,174	93.5	4,465
First Professional	4	0.3	69	4.7	4	0.3	3	0.2	1,383	94.5	1,463
Total	54	0.3	985	5.1	59	0.3	63	0.3	18,235	94.0	19,396
UNC-Charlotte											
Undergraduate	14	0.3	211	4.0	7	0.1	18	0.3	5,020	95.3	5,270
Graduate	1	0.1	108	12.7	1	0.1	4	0.5	739	86.6	853
Total	15	0.2	319	5.2	8	0.1	22	0.4	5,759	94.1	6,123
UNC-Greensboro											
Undergraduate	16	0.3	249	4.3	5	0.1	15	0.2	5,500	95.1	5,785
Graduate	10	0.5	131	6.3	5	0.2	4	0.2	1,921	92.8	2,071
Total	26	0.3	380	4.8	10	0.1	19	0.3	7,421	94.5	7,856
UNC-Wilmington											
Undergraduate	-	-	79	3.1	1	(Z)	-	-	2,462	96.9	2,542

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT
IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL OF INSTRUCTION, FALL 1973

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
Western Carolina											
Undergraduate	13	0.2%	111	2.2%	10	0.2%	4	0.1%	5,018	97.3%	5,156
Graduate	1	0.1	11	1.6	3	0.4	1	0.1	672	97.8	688
Total	14	0.2	122	2.1	13	0.2	5	0.1	5,690	97.4	5,844
Winston-Salem											
Undergraduate	-	-	1,594	96.4	-	-	-	-	59	3.6	1,653
UNC TOTAL											
Undergraduate	508	0.7	13,693	18.3	104	0.1	176	0.2	60,601	80.7	75,082
Graduate	47	0.3	1,512	11.1	52	0.6	69	0.5	11,917	87.7	13,597
First Professional	6	0.3	241	13.6	5	0.3	3	0.2	1,520	85.6	1,775
Total	561	0.6	15,446	17.1	161	0.2	248	0.3	74,038	81.8	90,454

* Excludes high school students.

NOTE: (Z) represents percentage less than 0.05.

Appendix UNC-18

HEADCOUNT ENROLLMENT IN POST SECONDARY EDUCATION IN NORTH CAROLINA BY RACE, FALL 1972

TYPE OF INSTITUTION	BLACK	SPANISH SURNAMED AMERICAN	AMERICAN ORIENTAL	OTHER	TOTAL
PUBLIC					
Doctoral Institutions	1,391	213	97	38,760	40,461
5-year Institutions	8,582	107	52	28,871	37,612
4-year Institutions	4,438	1	2	5,202	9,643
N.C. School of Arts	29	2	1	319	351
Subtotal UNC	14,440	323	152	73,152	88,067
COMMUNITY COLLEGES/ TECHNICAL INSTITUTES					
Curriculum Program	Breakdown not available				
Extension Program					
Subtotal CC/TI	8,816	90	84	39,793	48,783
SUBTOTAL PUBLIC INSTITUTIONS	23,256	413	236	112,945	136,850
PRIVATE					
Private Universities	358	32	25	12,162	12,577
Senior and Bible Colleges	4,658	61	44	21,693	26,456
Junior	755	10	2	6,502	7,269
Proprietary	Data Not Available				
Subtotal Private	5,771	103	71	40,357	46,302
TOTAL	29,027	516	307	153,302	183,152

Appendix UNC-19

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1972

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
Appalachian	33	0.4%	101	1.4%	13	0.2%	11	0.1%	7,195	97.9%	7,353
East Carolina	78	0.7	333	3.1	17	0.1	76	0.7	10,354	95.4	10,858
Elizabeth City	-	-	1,038	93.6	-	-	-	-	71	6.4	1,109
Fayetteville	6	0.4	1,588	96.6	-	-	-	-	49	3.0	1,643
N.C. A and T	1	(Z)	4,290	95.1	-	-	-	-	219	4.9	4,510
N.C. Central	5	0.1	3,521	93.7	3	0.1	-	-	231	6.1	3,760
N.C. School of the Arts	-	-	29	8.3	1	0.3	2	0.5	319	90.9	351
N.C. State University	21	0.2	222	1.6	32	0.2	29	0.2	13,505	97.8	13,809
Pembroke	304	15.4	55	2.8	-	-	-	-	1,611	81.8	1,970
UNC-Asheville	2	0.2	27	2.8	1	0.1	1	0.1	937	96.8	968
UNC-Chapel Hill	40	0.2	842	4.4	44	0.2	51	0.3	18,247	94.9	19,224
UNC-Charlotte	28	0.6	191	3.7	11	0.2	16	0.3	4,913	95.2	5,159
UNC-Greensboro	125	1.7	327	4.4	21	0.3	133	1.8	6,822	91.8	7,428
UNC-Wilmington	-	-	76	3.4	1	(Z)	-	-	2,156	96.6	2,233
Western Carolina	15	0.3	146	2.4	8	0.1	4	0.1	5,799	97.1	5,972
Winston-Salem	-	-	1,654	96.2	-	-	-	-	66	3.8	1,720
Total	658	0.7	14,440	16.4	152	0.2	323	0.4	72,494	82.3	88,067

(Z) represents percentage less than 0.05.

Appendix UNC-20

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1972)

RACIAL COMPOSITION OF ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION, STUDENT LEVEL, AND ATTENDANCE STATUS, FALL 1972

INSTITUTION	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
Appalachian						
Undergraduate						
Full-time	33	69	9	11	6,106	6,228
Part-time	-	1	-	-	256	257
Graduate						
Full-time	-	7	2	-	394	403
Part-time	-	24	2	-	439	465
Total						
Full-time	33	76	11	11	6,500	6,631
Part-time	-	25	2	-	695	722
East Carolina						
Undergraduate						
Full-time	58	143	6	48	8,511	8,766
Part-time	2	37	-	24	336	399
Graduate						
Full-time	7	34	4	4	849	898
Part-time	11	119	7	-	638	775
First Professional						
Full-time	-	-	-	-	20	20
Part-time	-	-	-	-	-	-
Total						
Full-time	65	177	10	52	9,380	9,684
Part-time	13	156	7	24	974	1,174
Elizabeth City						
Undergraduate						
Full-time	-	981	-	-	67	1,048
Part-time	-	57	-	-	4	61
Fayetteville						
Undergraduate						
Full-time	6	1,549	-	-	42	1,597
Part-time	-	39	-	-	7	46
N.C. A and T						
Undergraduate						
Full-time*	1	3,969	-	-	149	4,119
Part-time	N/A	N/A	N/A	N/A	N/A	N/A
Graduate						
Full-time	-	321	-	-	70	391
Part-time	N/A	N/A	N/A	N/A	N/A	N/A

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1972)

RACIAL COMPOSITION OF ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION, STUDENT LEVEL, AND ATTENDANCE STATUS, FALL 1972

INSTITUTION	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
N.C. A and T (Cont.)						
Total						
Full-time*	1	4,290	-	-	219	4,510
Part-time	N/A	N/A	N/A	N/A	N/A	N/A
N.C. Central						
Undergraduate						
Full-time	-	3,086	-	-	124	3,210
Part-time	1	72	-	-	3	76
Graduate						
Full-time	-	97	2	-	14	113
Part-time	-	85	-	-	11	96
First Professional						
Full-time	3	172	1	-	78	254
Part-time	1	9	-	-	1	11
Total						
Full-time	3	3,355	3	-	216	3,577
Part-time	2	166	-	-	15	183
N.C. School of the Arts						
Undergraduate						
Full-time	-	29	1	2	303	335
Part-time	-	-	-	-	16	16
N.C. State University						
Undergraduate						
Full-time	15	169	23	16	9,876	10,099
Part-time	-	11	3	1	1,418	1,433
Graduate						
Full-time	1	12	2	7	784	806
Part-time	5	30	4	5	1,427	1,471
Total						
Full-time	16	181	25	23	10,660	10,905
Part-time	5	41	7	6	2,845	2,904
Pembroke						
Undergraduate						
Full-time	279	53	-	-	1,517	1,849
Part-time	25	2	-	-	94	121
UNC-Asheville						
Undergraduate						
Full-time	2	27	1	1	937	968
Part-time	-	-	-	-	-	-

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1972)

RACIAL COMPOSITION OF ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION, STUDENT LEVEL, AND ATTENDANCE STATUS, FALL 1972

INSTITUTION	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
UNC-Chapel Hill						
Undergraduate						
Full-time	29	591	21	21	11,824	12,486
Part-time	2	20	2	2	573	599
Graduate						
Full-time	9	163	18	27	3,922	4,139
Part-time	-	18	1	1	549	569
First Professional						
Full-time	-	50	2	-	1,379	1,431
Part-time	-	-	-	-	-	-
Total						
Full-time	38	804	41	48	17,125	18,056
Part-time	2	38	3	3	1,122	1,168
UNC-Charlotte						
Undergraduate						
Full-time	19	124	9	10	3,786	3,948
Part-time	6	21	1	4	586	618
Graduate						
Full-time	1	7	1	-	82	91
Part-time	2	39	-	2	459	502
Total						
Full-time	20	131	10	10	3,868	4,039
Part-time	8	60	1	6	1,045	1,120
UNC-Greensboro						
Undergraduate						
Full-time	82	227	12	81	4,669	5,071
Part-time	9	9	1	7	373	399
Graduate						
Full-time	8	18	5	14	538	583
Part-time	26	73	3	31	1,242	1,375
Total						
Full-time	90	245	17	95	5,207	5,654
Part-time	35	82	4	38	1,615	1,774
UNC-Wilmington						
Undergraduate						
Full-time	-	58	1	-	1,771	1,830
Part-time	-	18	-	-	385	403

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1972)

RACIAL COMPOSITION OF ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION, STUDENT LEVEL, AND ATTENDANCE STATUS, FALL 1972

INSTITUTION	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
Western Carolina						
Undergraduate						
Full-time	13	103	4	3	4,698	4,821
Part-time	1	33	1	-	545	580
Graduate						
Full-time	-	3	2	1	147	153
Part-time	1	7	1	-	409	418
Total						
Full-time	13	106	6	4	4,845	4,974
Part-time	2	40	2	-	954	998
Winston-Salem						
Undergraduate						
Full-time	-	1,524	-	-	34	1,558
Part-time	-	130	-	-	32	162
UNC TOTAL						
Undergraduate						
Full-time**	537	12,702	87	193	54,414	67,933
Part-time	46	450	8	38	4,628	5,170
Graduate						
Full-time**	26	662	36	53	6,800	7,577
Part-time	45	395	18	39	5,174	5,671
First Professional						
Full-time	3	222	3	-	1,477	1,705
Part-time	1	9	-	-	1	11
Total						
Full-time	566	13,586	126	246	62,691	77,215
Part-time	92	854	26	77	9,803	10,852
Total	658	14,440	152	323	72,494	88,067

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* Includes part-time students.

** Includes part-time students at N.C. A and T.

Appendix UNC-21

HE FORM (Resident-Credit Enrollment and Total Faculty by Race, Fall 1971)

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION AND STUDENT LEVEL, FALL 1971

NSTITUTION	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
ppalachian						
ndergraduate	10	65	-	15	6,431	6,521
raduate and Professional	1	5	2	2	814	824
otal	11	70	2	17	7,245	7,345
st Carolina						
ndergraduate	78	190	17	278	8,586	9,149
raduate and Professional	2	11	3	3	938	957
otal	80	201	20	281	9,524	10,106
izabeth City						
ndergraduate	-	1,024	-	-	60	1,084
raduate and Professional	-	-	-	-	-	-
otal	-	1,024	-	-	60	1,084
etteville						
dergraduate	-	1,326	-	-	98	1,424
aduate and rofessional	-	-	-	-	-	-
tal	-	1,326	-	-	98	1,424
. A and T						
dergraduate	4	3,994	-	-	94	4,092
aduate and ofessional	-	298	-	-	55	353
tal	4	4,292	-	-	149	4,445
Central						
dergraduate	-	3,145	-	-	86	3,231
aduate and rofessional	4	422	-	-	66	492
al	4	3,567	-	-	152	3,723

BHE FORM (Resident-Credit Enrollment and Total Faculty by Race, Fall 1971)

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION AND STUDENT LEVEL, FALL 1971

INSTITUTION	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
N.C. School of the Arts						
Undergraduate	-	48	-	-	280	328
Graduate and Professional	-	-	-	-	-	-
Total	-	48	-	-	280	328
N.C. State University						
Undergraduate	24	150	16	21	11,014	11,225
Graduate and Professional	4	41	9	12	2,192	2,258
Total	28	191	25	33	13,206	13,483
Pembroke						
Undergraduate	264	54	-	-	1,759	2,077
Graduate and Professional	-	-	-	-	-	-
Total	264	54	-	-	1,759	2,077
UNC-Asheville						
Undergraduate	-	30	1	2	1,074	1,107
Graduate and Professional	-	-	-	-	-	-
Total	-	30	1	2	1,074	1,107
UNC-Chapel Hill						
Undergraduate	18	455	9	15	12,719	13,216
Graduate and Professional	8	188	11	16	5,711	5,934
Total	26	643	20	31	18,430	19,150
UNC-Charlotte						
Undergraduate	27	123	16	8	4,002	4,176
Graduate and Professional	4	28	1	-	467	500
Total	31	151	17	8	4,469	4,676

BHE FORM (Resident-Credit Enrollment and Total Faculty by Race, Fall 1971)

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION AND STUDENT LEVEL, FALL 1971

INSTITUTION	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
UNC-Greensboro						
Undergraduate	99	200	11	71	4,764	5,145
Graduate and Professional	54	99	13	37	1,635	1,838
Total	153	299	24	108	6,399	6,983
UNC-Wilmington						
Undergraduate	-	64	1	4	1,861	1,930
Graduate and Professional	-	-	-	-	-	-
Total	-	64	1	4	1,861	1,930
Western Carolina						
Undergraduate	10	92	7	1	4,862	4,972
Graduate and Professional	1	4	1	-	352	358
Total	11	96	8	1	5,214	5,330
Winston-Salem						
Undergraduate	-	1,579	-	-	44	1,623
Graduate and Professional	-	-	-	-	-	-
Total	-	1,579	-	-	44	1,623
UNC TOTAL						
Undergraduate	534	12,539	78	415	57,734	71,300
Graduate and Professional	78	1,096	40	70	12,230	13,514
Total	612	13,635	118	485	69,964	84,814

Appendix UNC-22

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1970)

RACIAL COMPOSITION OF FULL-TIME ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION AND STUDENT LEVEL, FALL 1970

INSTITUTION	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
Appalachian						
Undergraduate	7	31	-	11	5,097	5,146
Graduate or Professional	1	4	-	1	364	370
Total	8	35	-	12	5,461	5,516
East Carolina						
Undergraduate	91	144	17	23	8,703	8,978
Graduate or Professional	1	6	1	1	383	392
Total	92	150	18	24	9,086	9,370
Elizabeth City						
Undergraduate	-	999	-	-	34	1,033
Graduate or Professional	-	-	-	-	-	-
Total	-	999	-	-	34	1,033
Fayetteville						
Undergraduate	-	1,300	-	-	20	1,320
Graduate or Professional	-	-	-	-	-	-
Total	-	1,300	-	-	20	1,320
N.C. A and T						
Undergraduate	1	3,338	-	1	14	3,354
Graduate or Professional	-	20	-	-	12	32
Total	1	3,358	-	1	26	3,386
N.C. Central						
Undergraduate	-	2,788	-	-	75	2,863
Graduate or Professional	4	166	2	-	38	210
Total	4	2,954	2	-	113	3,073

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1970)

RACIAL COMPOSITION OF FULL-TIME ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION AND STUDENT LEVEL, FALL 1970

INSTITUTION	AMERICAN INDIAN	NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
N.C. School of the Arts						
Undergraduate	-	33	1	1	261	296
Graduate or Professional	-	-	-	-	-	-
Total	-	33	1	1	261	296
N.C. State University						
Undergraduate	16	141	15	23	9,515	9,710
Graduate or Professional	5	43	8	11	787	854
Total	21	184	23	34	10,302	10,564
Pembroke						
Undergraduate	214	86	1	-	1,625	1,926
Graduate or Professional	-	-	-	-	-	-
Total	214	86	1	-	1,625	1,926
UNC-Asheville						
Undergraduate	1	12	3	1	936	953
Graduate or Professional	-	-	-	-	-	-
Total	1	12	3	1	936	953
UNC-Chapel Hill						
Undergraduate	14	240	18	11	11,405	11,688
Graduate or Professional	5	114	10	23	5,059	5,211
Total	19	354	28	34	16,464	16,899
UNC-Charlotte						
Undergraduate	77	76	23	10	2,728	2,914
Graduate or Professional	-	-	-	-	31	31
Total	77	76	23	10	2,759	2,945
UNC-Greensboro						
Undergraduate	69	146	9	73	4,473	4,770
Graduate or Professional	9	16	14	8	378	425
Total	78	162	23	81	4,851	5,195

OFFICE FOR CIVIL RIGHTS
(Compliance Report of Institutions of Higher Education, Fall 1970)

RACIAL COMPOSITION OF FULL-TIME ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA BY CONSTITUENT INSTITUTION AND STUDENT LEVEL, FALL 1970

INSTITUTION	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER STUDENTS	TOTAL
UNC-Wilmington						
Undergraduate	-	46	2	4	1,389	1,441
Graduate or Professional	-	-	-	-	-	-
Total	-	46	2	4	1,389	1,441
Western Carolina						
Undergraduate	6	47	3	1	4,407	4,464
Graduate or Professional	-	1	-	1	82	84
Total	6	48	3	2	4,489	4,548
Winston-Salem						
Undergraduate	-	1,140	-	-	15	1,155
Graduate or Professional	-	-	-	-	-	-
Total	-	1,140	-	-	15	1,155
UNC TOTAL						
Undergraduate	496	10,567	92	159	50,697	62,011
Graduate or Professional	25	370	35	45	7,134	7,609
Total	521	10,937	127	204	57,831	69,620

Appendix UNC-23

AVERAGE SAT SCORES OF ENTERING FRESHMEN IN NORTH CAROLINA PUBLIC SENIOR INSTITUTIONS, 1963-1973

INSTITUTION (Coded)	AVERAGE SAT SCORES, FALL 1973									COMBINED SAT AVERAGE PRIOR YEARS									
	In-State Students			Out-of-State Students			All Students												
	Verbal	Math.	Total	Verbal	Math.	Total	Verbal	Math.	Total	1972	1971	1970	1969	1968	1967	1966	1965	1964	1963
A	326	346	672	349	339	688	327	347	674	701	715	750	743	730	724	689	640	616	596
B	431	461	892	454	496	950	433	463	896	908	907	910	893	892	896	882	896	902	840
C	427	447	874	441	470	911	428	449	877	880	902	905	915	913	905	894	893	871	826
D	485	499	984	497	516	1,013	487	501	988	993	1,022	1,040	1,050	1,058	1,043	1,039	1,042	1,038	1,017
E	523	563	1,086	582	628	1,210	532	572	1,104	1,129	1,116	1,126	1,142	1,155	1,151	1,152	1,132	1,100	1,076
F	460	497	957	472	509	981	460	498	958	955	965	987	966	968	977	971	992	926	914
G	404	392	796	388*	433	821	403	394	797	886*	887	857*	859	855	838	823	800	721	714
H	478	539	1,017	501	564	1,065	480	541	1,021	1,040	1,086	1,085	1,082	1,086	1,095	1,072	1,070	1,038	1,021
I	336	370	706	365	400	765	348	373	721	726	723	724	728*	745*	732	664	652	655	647
J	304	329	633	309	343	652	304	331	635	664*	689	670	708	696	669	650	584	574	529
K	303*	334*	637*	313*	346*	659*	305*	336*	641*	654*	665	696	707	701	682	652	611	587	572
L	441	473	914	476	515	991	446	479	925	940	945	966	974	982	959	953	963	931	892
M	465	472	937	463	490	953	465	474	939	955	983	997	981	985	941	947	919	909	835
N	423	456	879	437	472	909	424	457	881	926	914	911	906	906	909	895	881	883	853
O	327	357	684	365	369	733	335	360	695	728	715	715	778	805	792	745	678	657	626
P	437	440	897	500	481	981	478	460	938	959	964*	956*	951	956	962	1,015	-	-	-

*Computed by The University of North Carolina - Institutional Research Division.

Appendix UNC-24

DISTRIBUTION OF SAT SCORES OF ENTERING FRESHMEN IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1973

Score Intervals	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	All Institutions
Verbal																	
750-800	-	-	-	2	10	-		1	-	-	-	1	1	1	-	-	
700-749	-	2	3	6	99	2		21	-	-	-	1	2	1	-	4	
650-699	-	5	11	34	244	9		61	-	-	-	16	3	9	-	4	
600-649	1	11	33	79	444	31		139	-	-	-	48	9	40	1	4	
550-599	3	24	77	143	573	63		277	7	1	1	139	20	78	4	8	
500-549	5	60	171	275	723	136		482	7	5	5	251	32	200	8	13	
450-499	8	118	249	330	569	211		639	40	2	5	384	43	294	35	13	
400-449	31	130	352	272	345	206		472	84	34	9	564	58	405	92	6	
350-399	65	120	343	116	160	166		296	170	70	36	368	31	338	228	12	
300-349	143	41	187	13	33	32		75	249	144	78	112	7	137	213	5	
250-299	113	11	57	-	7	6		8	149	169	101	6	2	37	182	-	
200-249	19	2	7	-	1	-		-	16	64	55	-	-	3	109	3	
000-199	-	-	-	-	-	-		-	-	-	-	-	-	33	-	-	
Not Available	-	20	41	39	-	9		27	70	11	14	83	1	-	77	16	
Total Students	388	544	1,531	1,309	3,208	871		2,498	792	500	304	1,973	209	1,576	949	88	
Mean*	327	433	428	487	532	460		480	348	304	305	446	465	424	335	478	
Median**	322	434	421	485	534	455		480	339	304	295	441	457	430	334	488	
Mathematical																	
750-800	-	-	2	2	57	1		22	-	-	-	-	-	1	-	-	
700-749	-	1	3	5	165	5		74	-	1	-	8	-	3	-	3	
650-699	-	5	14	30	415	15		186	1	-	-	33	3	15	-	3	
600-649	-	20	37	87	602	54		321	-	1	1	73	10	57	1	5	
550-599	1	46	117	206	781	132		552	7	2	2	223	25	172	6	5	
500-549	7	91	208	306	672	219		614	20	12	3	445	43	293	16	9	
450-499	20	144	313	364	33[illegible]	189		411	60	9	17	448	55	381	61	12	
400-449	41	126	385	204	139	166		237	132	45	14	443	33	372	148	13	
350-399	112	69	256	63	40	66		49	197	101	53	195	26	180	239	9	
300-349	144	19	109	3	4	13		5	240	182	117	21	12	56	235	10	
250-299	58	3	42	-	-	2		-	64	124	72	1	1	12	122	3	
200-249	5	-	4	-	-	-		-	1	12	11	-	-	1	44	-	
000-199	-	-	-	-	-	-		-	-	-	-	-	-	33	-	-	
Not Available	-	20	41	39	-	9		27	70	11	14	83	1	-	77	16	
Total Students	388	544	1,531	1,309	3,208	871		2,498	792	500	304	1,973	209	1,576	949	88	
Mean*	347	463	449	501	572	498		541	373	331	336	479	474	457	360	460	
Median**	345	466	443	500	577	499		543	364	330	326	482	479	468	357	454	

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* Computed by institutions from individual scores.

** Computed by The University of North Carolina - Institutional Research Division from grouped data.

Appendix UNC-25

HIGH SCHOOL CLASS RANK OF ENTERING FRESHMEN IN THE UNIVERSITY OF NORTH CAROLINA,* FALL 1973

Rank In Quintile	B	C	E	F	G	H	I	J	K	L	M	N	O
Percent Distribution													
Top Fifth	34%	22%	86%	46%	6%	51%	20%	41%	15%	40%	41%	44%	23%
Second Fifth	31	26	11	38	9	31	25	27	24	31	28	36	25
Third Fifth	17	22	2	14	15	11	23	17	24	17	21	15	27
Fourth Fifth	6	12	1	1	19	3	10	8	20	7	3	2	11
Bottom Fifth	1	5	-	-	28	-	6	5	12	1	-	-	3
Not Available	11	13	-	1	23	4	16	2	5	4	7	3	11
Cumulative Percent Distribution													
Top 20 Percent	34	22	86	46	6	51	20	41	15	40	41	44	23
Top 40 Percent	65	48	97	84	15	82	45	68	39	71	69	80	48
Top 60 Percent	82	70	99	98	30	93	68	85	63	88	90	95	75
Top 80 Percent	88	82	100	99	49	96	78	93	83	95	93	97	86

Rank In Quartile	A	D
Percent Distribution		
Top Fourth	28%	71%
Second Fourth	31	25
Third Fourth	25	3
Bottom Fourth	13	-
Not Available	3	1
Cumulative Percent Distribution		
Top 25 Percent	28	71
Top 50 Percent	59	96
Top 75 Percent	84	99

* Excludes North Carolina School of the Arts.

Appendix UNC-26

NUMBER OF DEGREES CONFERRED BY NORTH CAROLINA PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES BY INSTITUTION, 1969-70 TO 1972-73

INSTITUTION	BACHELOR'S					FIRST PROFESSIONAL					MASTER'S					DOCTOR'S				
	Number of Degrees 1969-70	Number of Degrees 1970-71	Number of Degrees 1971-72	1972-73 Number of Degrees	1972-73 %Change Over 1971-72	Number of Degrees 1969-70	Number of Degrees 1970-71	Number of Degrees 1971-72	1972-73 Number of Degrees	1972-73 %Change Over 1971-72	Number of Degrees 1969-70	Number of Degrees 1970-71	Number of Degrees 1971-72	1972-73 Number of Degrees	1972-73 %Change Over 1971-72	Number of Degrees 1969-70	Number of Degrees 1970-71	Number of Degrees 1971-72	1972-73 Number of Degrees	1972-73 %Change Over 1971-72
PUBLIC INSTITUTIONS																				
UNIVERSITY OF NORTH CAROLINA																				
Appalachian	1,088	1,393	1,444	1,652	14.4%	-	-	-	-	-	380	416	468	483	3.2%	-	-	-	-	-
East Carolina	1,751	1,620	1,637	1,835	12.1	-	-	-	-	-	253	258	368	432	17.4	-	-	-	-	-
Elizabeth City	203	216	231	281	21.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fayetteville	158	252	293	224	-23.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N.C. A and T	549	604	683	636	-6.9	-	-	-	-	-	61	125	132	171	29.5	-	-	-	-	-
N.C. Central	613	556	582	608	4.5	24	19	33	51	54.5%	91	107	102	117	14.7	-	-	-	-	-
N.C. School of the Arts	44	30	32	50	56.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N.C. State University	1,741	1,832	1,924	2,153	11.9	-	-	-	-	-	416	440	427	427	-	163	205	189	213	12.7%
Pembroke	337	341	409	466	13.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UNC-Asheville	111	111	127	153	20.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UNC-Chapel Hill	2,583	2,720	2,812	2,895	3.0	215	278	320	371	15.9	1,124	1,115	1,324	1,266	-4.4	241	278	315	317	0.6
UNC-Charlotte	390	575	692	893	29.0	-	-	-	-	-	1	23	116	194	67.2	-	-	-	-	-
UNC-Greensboro	857	921	950	1,052	10.7	-	-	-	-	-	252	332	309	349	12.9	3	16	16	27	68.8
UNC-Wilmington	223	235	248	325	31.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Western Carolina	749	783	879	873	-0.7	-	-	-	-	-	224	193	233	235	0.8	-	-	-	-	-
Winston-Salem	244	260	224	265	18.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PUBLIC TOTAL	11,641	12,449	13,167	14,361	9.1	239	297	353	422	19.5	2,800	3,009	3,479	3,674	5.6	407	499	520	557	7.1
PRIVATE INSTITUTIONS																				
Atlantic Christian	361	404	441	396	-10.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Barber-Scotia	89	112	104	113	8.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belmont Abbey	169	154	136	140	2.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bennett	126	156	159	109	-31.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Campbell	569	583	587	597	1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Catawba	242	229	245	226	-7.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Davidson	218	261	266	225	-15.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duke	1,089	1,065	1,135	1,213	6.9	223	258	294	293	-0.4	315	336	338	387	14.5	223	220	237	193	-18.6
Elon	335	321	371	379	2.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gardner-Webb	-	242	324	335	3.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Greensboro	134	124	107	114	6.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guilford	262	222	283	275	-2.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High Point	293	249	244	248	1.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Johnson C. Smith	176	218	228	225	-1.3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lenoir Rhyne	276	323	307	312	1.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Livingstone	166	185	131	145	10.7	-	-	-	-	-	2	4	-	-	-	-	-	-	-	-
Mars Hill	274	285	300	278	-7.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Meredith	166	216	226	246	8.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Methodist	187	186	163	180	10.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N.C. Wesleyan	123	136	152	165	8.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pfeiffer	196	179	214	160	-25.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Queens	136	127	113	107	-5.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sacred Heart	72	79	72	57	-20.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Andrews	183	174	166	197	18.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Augustine's	203	203	205	253	23.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salem	100	82	87	121	39.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shaw	168	232	184	195	6.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wake Forest	561	550	552	568	2.9	105	114	148	177	19.6	61	77	75	135	80.0	4	4	6	9	50.0
Warren Wilson	51	76	56	70	25.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
John Wesley	3	5	1	6	500.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Piedmont	41	44	38	56	47.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PRIVATE TOTAL*	6,949	7,402	7,597	7,711	1.5	329	372	442	470	6.3	378	417	413	523	26.6	227	224	243	202	-16.9
GRAND TOTAL	18,590	19,851	20,764	22,072	6.3	568	669	795	892	12.2	3,178	3,426	3,892	4,197	7.8	634	723	763	759	-0.5

* Excludes Southeastern Baptist Theological Seminary for which data is not available in 1971-72 and 1972-73.

Appendix UNC-27

NUMBER OF BACHELOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
PUBLIC INSTITUTIONS*																								
UNIVERSITY OF NORTH CAROLINA																								
Appalachian																								
Men	-	-	-	29	236	-	-	217	20	4	6	3	-	-	17	4	28	11	24 1/2	-	180 1/2	-	3	783
Women	-	-	-	14	51	-	-	485	1	4	22	13	49	-	56	22	23	1	19	-	89	-	-	849
Total	-	-	-	43	307	-	-	702	21	8	28	16	49	-	73	26	51	12	43 1/2	-	269 1/2	-	3	1,632
East Carolina																								
Men	-	-	-	23	193	-	-	170	23	37	7	11	2	-	19 1/2	3	20	25	60 1/2	37	188	-	-	819
Women	-	-	-	13	12	-	-	466 1/2	1	53	14 1/2	108	42	-	65 1/2	19	18	5	52	68	77 1/2	-	-	1,016
Total	-	-	-	36	205	-	-	636 1/2	24	90	21 1/2	119	44	-	86	22	38	30	112 1/2	105	265 1/2	-	-	1,835
Elizabeth City																								
Men	-	-	-	3	27	-	-	50	-	-	-	-	-	-	4	-	7	-	-	-	29	-	-	120
Women	-	-	-	3	36	-	-	74	-	-	-	-	-	-	14	-	4	-	-	-	30	-	-	161
Total	-	-	-	6	63	-	-	124	-	-	-	-	-	-	18	-	11	-	-	-	59	-	-	281
Fayetteville																								
Men	-	-	-	3	13	-	-	27	-	-	1	-	-	-	2	-	6	1	-	-	32	-	-	85
Women	-	-	-	5	4	-	-	72	-	-	1	-	-	-	17	-	2	-	-	-	40	-	-	141
Total	-	-	-	8	17	-	-	99	-	-	2	-	-	-	19	-	8	1	-	-	72	-	-	226
N. C. A and T																								
Men	8	-	-	18	93	-	-	94	32	7	-	-	-	-	1	-	4	4	16	19	55	-	-	351
Women	1	-	-	11	33	-	-	80	2	6	3	30	21	-	25	-	3	3	26	21	20	-	-	285
Total	9	-	-	29	126	-	-	174	34	13	3	30	21	-	26	-	7	7	42	40	75	-	-	636
N. C. Central																								
Men	-	-	-	13	76	-	-	28	-	7	2	1	-	-	1	-	1	9	6	-	83	-	-	225
Women	-	-	-	16	43	-	-	131	-	6	11	31	6	-	15	-	10	1	10	-	101	-	-	383
Total	-	-	-	29	119	-	-	159	-	13	13	32	6	-	16	-	11	10	16	-	184	-	-	608
N. C. School of the Arts																								
Men	-	-	-	-	-	-	-	-	-	24	-	-	-	-	-	-	-	-	-	-	-	-	-	24
Women	-	-	-	-	-	-	-	-	-	26	-	-	-	-	-	-	-	-	-	-	-	-	-	26
Total	-	-	-	-	-	-	-	-	-	50	-	-	-	-	-	-	-	-	-	-	-	-	-	50
N. C. State University																								
Men	234 1/2	80	-	88 1/2	-	-	56	88 1/2	794	-	1	-	-	-	27	-	36 1/2	64	16 1/2	37 1/2	234	-	-	1,760
Women	32	12	-	29	-	-	14	53 1/2	11	-	16	3	-	-	49	-	20 1/2	4	14	9	126	-	-	393
Total	266 1/2	92	-	117 1/2	-	-	70	142	805	-	17	3	-	-	76	-	57	68	30 1/2	46 1/2	360	-	-	2,153
Pembroke																								
Men	-	-	-	9	56	-	-	54	-	3	4	-	-	-	8	-	11	5	14	-	89	-	-	253
Women	-	-	-	6	2	-	-	150	-	1	5	-	-	-	8	-	2	-	2	-	37	-	-	213
Total	-	-	-	15	58	-	-	204	-	4	9	-	-	-	16	-	13	5	16	-	126	-	-	466
UNC-Asheville																								
Men	-	-	-	5	-	-	-	-	-	2	1 1/2	-	-	-	8	-	2	5	13	-	39 1/2	-	-	76
Women	-	-	-	1 1/2	-	-	-	-	-	3	3	-	-	-	10 1/2	-	-	-	14	-	45	-	-	[illegible]
Total	-	-	-	6 1/2	-	-	-	-	-	5	4 1/2	-	-	-	18 1/2	-	2	5	27	-	84 1/2	-	-	153

~~NUMBER OF BACHELOR'S DEGREES CONFERRED~~ BY NORTH CAROLINA COLLEGES AND UNIVERSITIES
BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
PUBLIC INSTITUTIONS (Cont.																								
UNC-Chapel Hill																								
Men	-	-	37 1/2	80 1/2	380	86 1/2	-	59	-	36	13	113	-	6	180 1/2	-	29	89 1/2	121	10	497 1/2	-	1	1,740
Women	-	-	16 1/2	35 1/2	35	50	-	256 1/2	-	53 1/2	40	173	-	-	163	-	33	7 1/2	106	11	171 1/2	-	3	1,155
Total	-	-	54	116	415	136 1/2	-	315 1/2	-	89 1/2	53	286	-	6	343 1/2	-	62	97	227	21	669	-	4	2,895
UNC-Charlotte																								
Men	-	-	-	21	159	-	-	-	77	10	3	-	-	-	28	-	18	10	30	16	131	-	-	503
Women	-	-	-	9	16	-	-	-	-	34	3	35	-	-	110	-	15	3	44	-	121	-	-	390
Total	-	-	-	30	175	-	-	-	77	44	6	35	-	-	138	-	33	13	74	16	252	-	-	893
UNC-Greensboro																								
Men	-	-	-	6	37	-	-	12	-	18	2	1	-	-	10	-	11	8	17	1	22	-	-	145
Women	-	-	-	36	41	-	-	332	-	54	18	69	109	-	85	-	54	6	19	2	82	-	-	907
Total	-	-	-	42	78	-	-	344	-	72	20	70	109	-	95	-	65	14	36	3	104	-	-	1,052
UNC-Wilmington																								
Men	-	-	-	20 1/2	40	-	-	23	-	6	3 1/2	1	-	-	24	-	6	10	4	-	44	-	-	182
Women	-	-	-	7	6	-	-	68	-	2	10 1/2	5	-	-	22	-	2	1	4	-	15 1/2	-	-	143
Total	-	-	-	27 1/2	46	-	-	91	-	8	14	6	-	-	46	-	8	11	8	-	59 1/2	-	-	325
Western Carolina																								
Men	1	-	-	20	201	-	10	70	38	10	-	-	-	-	8	1	8	17	14	19	73	-	-	490
Women	-	-	-	7	14	-	2	224	-	12	9	17	9	-	21	4	1	1	16	25	21	-	-	383
Total	1	-	-	27	215	-	12	294	38	22	9	17	9	-	29	5	9	18	30	44	94	-	-	873
Winston-Salem																								
Men	-	-	-	6	22	-	-	27	-	-	-	-	-	-	7	-	-	-	-	-	32	-	-	94
Women	-	-	-	5	6	-	-	83	-	3	-	15	-	-	23	-	-	-	-	-	36	-	-	171
Total	-	-	-	11	28	-	-	110	-	3	-	15	-	-	30	-	-	-	-	-	68	-	-	265
UNC TOTAL																								
Men	245 1/2	80	37 1/2	345 1/2	1,551	86 1/2	66	919 1/2	984	164	44	130	2	6	345	8	185 1/2	258 1/2	336 1/2	139 1/2	1,729 1/2	-	4	7,668
Women	33	12	16 1/2	198	301	50	16	2,475 1/2	15	257 1/2	156	499	236	-	685	45	187 1/2	32 1/2	326	136	1,012 1/2	-	3	6,693
Total	278 1/2	92	54	543 1/2	1,852	136 1/2	82	3,395	999	421 1/2	200	629	238	6	1,030	53	373	291	662 1/2	275 1/2	2,742	-	7	14,361
PRIVATE INSTITUTIONS																								
Atlantic Christian																								
Men	-	-	-	13	113	-	-	32	-	3	-	-	-	-	3	-	6	3	12	-	35	7	-	227
Women	-	-	-	5	7	-	-	100	-	4	1	-	-	-	16	-	6	-	2	-	27	1	-	169
Total	-	-	-	18	120	-	-	132	-	7	1	-	-	-	19	-	12	3	14	-	62	8	-	396
Barber-Scotia																								
Men	-	-	-	3	14	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	12	-	-	32
Women	-	-	-	4	15	-	-	30	-	-	-	-	-	-	-	-	-	-	-	-	32	-	-	81
Total	-	-	-	7	29	-	-	33	-	-	-	-	-	-	-	-	-	-	-	-	44	-	-	113
Belmont Abbey																								
Men	-	-	-	3	70	-	-	1	-	4	-	-	-	-	10	-	-	5	6	-	37	-	-	136
Women	-	-	-	1	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	1	-	-	4
Total	-	-	-	4	70	-	-	1	-	4	-	1	-	-	11	-	-	5	6	-	38	-	-	140

NUMBER OF BACHELOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
PRIVATE INSTITUTIONS (Cont.)																								
Bennett																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	5	-	-	-	39	-	-	3	5	8	-	5	-	6	2	7	-	29	-	-	109
Total	-	-	-	5	-	-	-	39	-	-	3	5	8	-	5	-	6	2	7	-	29	-	-	109
Campbell																								
Men	-	-	-	9	167	-	-	52	-	1	1	1	-	-	11	-	17	23	32	-	87	14	-	415
Women	-	-	-	2	-	-	-	121	-	2	2	2	7	-	17	-	6	-	6	-	16	1	-	182
Total	-	-	-	11	167	-	-	173	-	3	3	3	7	-	28	-	23	23	38	-	103	15	-	597
Catawba																								
Men	1	-	-	6	38	-	-	28	-	-	2	-	-	-	7	-	6	6	9	-	21	1	-	123
Women	-	-	-	3	2	-	-	45	-	4	3	1	-	-	15	-	3	-	10	-	17	-	-	103
Total	1	-	-	9	40	-	-	73	-	4	5	1	-	-	22	-	9	4	19	-	38	1	-	226
Davidson																								
Men	-	-	-	10	-	-	-	-	-	3	10	44	-	-	33	-	6	6	19	-	82	-	11	224
Women	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Total	-	-	-	10	-	-	-	-	-	4	10	44	-	-	33	-	6	6	19	-	82	-	11	225
Duke																								
Men	-	-	-	72	22	-	-	5	93	4	9	12	-	1	77	-	26	61	84	-	264	-	-	730
Women	-	-	-	37	4	-	-	17	3	16	36	92	-	-	89	-	9	9	65	-	106	-	-	483
Total	-	-	-	109	26	-	-	22	96	20	45	104	-	1	166	-	35	70	149	-	370	-	-	1,213
Elon																								
Men	-	-	-	9	70 1/2	-	-	41	-	3 1/2	1	-	-	-	12 1/2	-	10	8	-	-	86 1/2	2	-	244
Women	-	-	-	1	3	-	-	77	-	2	7	2	-	-	19	-	4	1	-	-	17 1/2	1 1/2	-	135
Total	-	-	-	10	73 1/2	-	-	118	-	5 1/2	8	2	-	-	31 1/2	-	14	9	-	-	104	3 1/2	-	379
Gardner-Webb																								
Men	-	-	-	12	48	-	15	52	-	1	1	-	-	-	22	-	-	3	20	-	43	9	-	226
Women	-	-	-	4	7	-	1	67	-	2	2	-	-	-	5	-	-	-	8	-	8	5	-	109
Total	-	-	-	16	55	-	16	119	-	3	3	-	-	-	27	-	-	3	28	-	51	14	-	335
Greensboro																								
Men	-	-	-	-	12 1/2	-	-	2	-	3	-	-	-	-	7	-	1 1/2	1	1 1/2	-	7 1/2	-	-	36
Women	-	-	-	3	1 1/2	-	-	40 1/2	-	8 1/2	1 1/2	-	-	-	13 1/2	-	-	-	2	-	[illegible] 1/2	-	-	78
Total	-	-	-	3	14	-	-	42 1/2	-	11 1/2	1 1/2	-	-	-	20 1/2	-	1 1/2	1	3 1/2	-	15	-	-	114
Guilford																								
Men	-	-	-	8	21	-	-	9	-	6	1	-	-	-	16	-	10 1/2	7	19	-	86 1/2	-	-	188
Women	-	-	-	5	1	-	-	24	-	6	12	-	-	-	9	-	1/2	1/2	6	-	18	-	[illegible]	87
Total	-	-	-	13	22	-	-	33	-	12	13	-	-	-	25	-	11	7 1/2	25	-	104 1/2	-	[illegible]	275
High Point																								
Men	-	-	-	5	29	-	-	9	-	2	-	-	-	-	6	-	2	2	2	-	[illegible]	-	-	111
Women	-	-	-	3	1	-	-	75	-	3	4	-	-	-	21	-	-	-	3	-	18	-	[illegible]	[illegible]
Total	-	-	-	8	30	-	-	84	-	5	4	-	-	-	27	-	2	2	5	-	58	-	[illegible]	[illegible]

NUMBER OF BACHELOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES
BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
PRIVATE INSTITUTIONS (Cont.)																								
Johnson C. Smith																								
Men	-	-	-	8	23	-	-	6	-	-	2	-	-	-	3	-	7	3	8	-	34	-	-	94
Women	-	-	-	3	18	-	-	28	-	5	2	-	-	-	18	-	4	1	28	-	24	-	-	131
Total	-	-	-	11	41	-	-	34	-	5	4	-	-	-	21	-	11	4	36	-	58	-	-	225
Lenoir Rhyne																								
Men	-	-	-	7	41	-	-	29	-	-	-	2	-	-	8	-	5	4	-	-	45	1	-	142
Women	-	-	-	5	5	-	-	77	-	2	4	31	-	-	16	-	6	-	-	-	24	-	-	170
Total	-	-	-	12	46	-	-	106	-	2	4	33	-	-	24	-	11	4	-	-	69	1	-	312
Livingstone																								
Men	-	-	-	4	6	-	-	16	-	-	1	-	-	-	1	-	-	4	-	-	33	-	-	65
Women	-	-	-	2	-	-	-	51	-	-	3	-	-	-	5	-	-	-	-	-	19	-	-	80
Total	-	-	-	6	6	-	-	67	-	-	4	-	-	-	6	-	-	4	-	-	52	-	-	145
Mars Hill																								
Men	-	-	-	11	35	-	-	30	1	6	-	1	-	-	17	-	7	-	4	-	32	1	-	145
Women	-	-	-	-	4	-	-	78	-	6	1	6	3	-	17	-	2	1	3	-	12	-	-	133
Total	-	-	-	11	39	-	-	108	1	12	1	7	3	-	34	-	9	1	7	-	44	1	-	278
Meredith																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	7	5	11	-	-	13	-	23	7	-	40	-	29	-	31	4	13	-	63	-	-	246
Total	-	-	7	5	11	-	-	13	-	23	7	-	40	-	29	-	31	4	13	-	63	-	-	246
Methodist																								
Men	-	-	-	5	43	-	-	-	-	3	-	-	-	-	3	-	1	2	-	-	45	2	-	104
Women	-	-	-	1	1	-	-	41	-	4	4	-	-	-	6	-	2	-	-	-	15	2	-	76
Total	-	-	-	6	44	-	-	41	-	7	4	-	-	-	9	-	3	2	-	-	60	4	-	180
N. C. Wesleyan																								
Men	-	-	-	7	-	-	-	6	-	5 1/2	-	-	-	-	9 1/2	-	5	-	7	-	43	-	18	101
Women	-	-	-	1	-	-	-	27 1/2	-	1	1 1/2	-	-	-	12 1/2	-	-	2	7 1/2	-	10	-	1	64
Total	-	-	-	8	-	-	-	33 1/2	-	6 1/2	1 1/2	-	-	-	22	-	5	2	14 1/2	-	53	-	19	165
Pfeiffer																								
Men	-	-	-	4	31	-	-	2	-	-	-	-	-	-	14	-	4	7	2	5	19	1	2	91
Women	-	-	-	5	6	-	-	21	-	1	-	4	-	-	4	-	3	-	2	5	6	11	1	69
Total	-	-	-	9	37	-	-	23	-	1	-	4	-	-	18	-	7	7	4	10	25	12	3	160
Queens																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	12	1	-	-	2	-	18	7	2	-	-	21	-	5	4	12	-	22	-	1	107
Total	-	-	-	12	1	-	-	2	-	18	7	2	-	-	21	-	5	4	12	-	22	-	1	107
Sacred Heart																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	1	1	2	-	-	35	-	-	-	-	-	-	1	-	-	-	5	6	3	-	3	57
Total	-	-	1	1	2	-	-	35	-	-	-	-	-	-	1	-	-	-	5	6	3	-	3	57

NUMBER OF BACHELOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES
BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
PRIVATE INSTITUTIONS (Cont.)																								
St. Andrews																								
Men	-	-	3	9	20	-	-	1	-	6	-	-	-	-	18	-	4	3	8	-	25	-	-	97
Women	-	-	1	8	2	-	-	17	-	11	4	1	-	-	18	-	6	2	13	-	17	-	-	100
Total	-	-	4	17	22	-	-	18	-	17	4	1	-	-	36	-	10	5	21	-	42	-	-	197
St. Augustine's																								
Men	-	-	-	1	24	-	-	14	-	3	-	1	-	-	3	-	7	1	-	-	43	-	-	99
Women	-	-	-	6	26	-	-	49	-	2	1	2	-	-	9	-	5	-	-	-	52	-	-	154
Total	-	-	-	7	50	-	-	63	-	5	1	3	-	-	12	-	12	1	-	-	95	-	-	253
Salem																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	10	-	-	-	8 1/2	-	18 1/2	11 2/3	-	4 1/2	-	12 1/3	-	6 1/2	3 1/2	11	-	34 1/2	-	-	121
Total	-	-	-	10	-	-	-	8 1/2	-	18 1/2	11 2/3	-	4 1/2	-	12 1/3	-	6 1/2	3 1/2	11	-	34 1/2	-	-	121
Shaw																								
Men	-	-	-	4	27	5	-	15	-	3	1	-	-	-	10	-	3	5	-	-	29	2	-	104
Women	-	-	-	-	6	15	-	30	-	1	2	-	-	-	6	-	1	-	-	-	30	-	-	91
Total	-	-	-	4	33	20	-	45	-	4	3	-	-	-	16	-	4	5	-	-	59	2	-	195
Wake Forest																								
Men	-	-	-	49	63	-	-	10	-	1	9	1	-	4	32 1/2	-	15	11 1/2	17 1/2	-	157	10 1/2	-	381
Women	-	-	-	9	8	-	-	9	-	1	20	1	-	2	40	-	15	3	23	-	54	2	-	187
Total	-	-	-	58	71	-	-	19	-	2	29	2	-	6	72 1/2	-	30	14 1/2	40 1/2	-	211	12 1/2	-	568
Warren Wilson																								
Men	-	-	-	2	-	-	-	2	-	-	-	-	-	-	5	-	-	7	-	-	23	-	-	39
Women	-	-	-	2	-	-	-	12	-	1	-	-	-	-	7	-	-	-	-	-	9	-	-	31
Total	-	-	-	4	-	-	-	14	-	1	-	-	-	-	12	-	-	7	-	-	32	-	-	70
John Wesley																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5
Women	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6
Piedmont																								
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	-	40
Women	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	-	16
Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56	-	56
PRIVATE TOTAL																								
Men	1	-	3	263	918	5	15	365	94	58	38	62	-	5	328 1/2	-	143	170 1/2	251	5	1,329 1/2	95 1/2	49	4,199
Women	-	-	13	141	131 1/2	15	1	1,134 1/2	3	143	139 2/3	150	62 1/2	2	432 1/3	-	121	33	226 1/2	11	691 1/2	40 1/2	20	3,512
Total	1	-	16	404	1,049 1/2	20	16	1,499 1/2	97	201	177 2/3	212	62 1/2	7	760 5/6	-	264	203 1/2	477 1/2	16	2,021	136	69	7,711
GRAND TOTAL																								
Men	246 1/2	80	40 1/2	608 1/2	2,469	91 1/2	81	1,284 1/2	1,078	222	82	192	2	11	673 1/2	8	328 1/2	429	587 1/2	144 1/2	3,059	95 1/2	53	11,867
Women	33	12	29 1/2	339	432 1/2	65	17	3,610	18	400 1/2	295 2/3	649	298 1/2	2	1,117 1/3	45	308 1/2	65 1/2	552 1/2	147	1,704	40 1/2	23	10,205
Total	279 1/2	92	70	947 1/2	2,901 1/2	156 1/2	98	[illegible],894 1/2	1,096	622 1/2	377 2/3	841	300 1/2	13	1,790 5/6	53	637	494 1/2	1,140	291 1/2	4,763	136	76	22,072

NOTE: Fractional figures represent "split" majors.

* Does not include 32 degrees conferred by Fort Bragg Military Center.

Appendix UNC-28

NUMBER OF MASTER'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	GRAND TOTAL
PUBLIC INSTITUTIONS*																					
UNIVERSITY OF NORTH CAROLINA																					
Appalachian																					
Men	-	-	22	-	-	-	209	-	-	10	-	-	9	1	6	1	15	-	37	-	310
Women	-	-	3	-	-	-	129	-	-	5	2	-	4	13	6	-	6	-	5	-	173
Total	-	-	25	-	-	-	338	-	-	15	2	-	13	14	12	1	21	-	42	-	483
East Carolina																					
Men	-	-	7	27	-	-	137	-	4	1	24	-	2	3	2	8	9	-	10	-	234
Women	-	-	3	-	-	-	108	-	11	2	17	5	7	31	2	2	5	-	5	-	198
Total	-	-	10	27	-	-	245	-	15	3	41	5	9	34	4	10	14	-	15	-	432
N. C. A and T																					
Men	-	-	9	-	-	-	75	1	-	-	-	-	-	-	-	1	-	-	-	-	86
Women	-	-	13	-	-	-	64	-	-	4	-	1	3	-	-	-	-	-	-	-	85
Total	-	-	22	-	-	-	139	1	-	4	-	1	3	-	-	1	-	-	-	-	171
N. C. Central																					
Men	-	-	3	6	-	-	17	-	-	-	-	-	1	-	-	1	-	-	7	-	35
Women	-	-	2	2	-	-	49	-	-	-	-	-	2	21	-	-	-	-	6	-	82
Total	-	-	5	8	-	-	66	-	-	-	-	-	3	21	-	1	-	-	13	-	117
N. C. State University																					
Men	29	9	28½	1	-	-	66	123	-	-	-	-	4	-	17½	14	8	18	29	-	347
Women	1	2	11	1	-	-	36	1	-	-	-	-	5	-	10	4	2	1	6	-	80
Total	30	11	39½	2	-	-	102	124	-	-	-	-	9	-	27½	18	10	19	35	-	427
UNC-Chapel Hill																					
Men	-	34	15	105	6	8	83	12	12	9	119	-	48	24	7	29	9	38	59	-	627
Women	-	10	23	6	7	1	167	1	18	41	133	-	62	66	4	8	3	64	35	-	639
Total	-	44	38	111	13	9	250	13	30	50	252	-	110	90	11	37	12	102	94	-	1,266
UNC-Charlotte																					
Men	-	-	-	12	-	-	70	-	-	-	-	-	2	-	-	-	-	-	3	-	87
Women	-	-	-	-	-	-	91	-	-	-	-	-	8	-	5	-	-	-	3	-	107
Total	-	-	-	12	-	-	161	-	-	-	-	-	10	-	5	-	-	-	6	-	194
UNC-Greensboro																					
Men	-	-	-	30	-	-	47	-	13	-	1	-	6	-	8	5	2	-	17	-	[illegible]
Women	-	-	1	1	-	-	101	-	22	4	6	[illegible]	10	27	9	-	5	-	10	-	[illegible]
Total	-	-	1	31	-	-	148	-	35	4	7	24	16	27	17	5	7	-	27	-	[illegible]

INSTITUTION AND SEX	Agriculture and Natural Resources.	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	GRAND TOTAL
PUBLIC INSTITUTIONS (Cont.)																					
Western Carolina																					
Men	-	-	4	6	-	-	121	-	-	-	-	-	2	5	-	5	4	-	4	-	151
Women	-	-	1	-	-	-	78	-	-	-	-	-	1	1	-	-	2	-	1	-	84
Total	-	-	5	6	-	-	199	-	-	-	-	-	3	6	-	5	6	-	5	-	235
UNC TOTAL																					
Men	29	43	88½	187	6	8	825	136	29	30	144	-	74	33	40½	64	47	56	166	-	2,006
Women	1	12	57	10	7	1	823	2	51	46	158	30	102	159	36	14	23	65	71	-	1,668
Total	30	55	145½	197	13	9	1,648	138	80	76	302	30	176	192	76½	78	70	121	237	-	3,674
PRIVATE INSTITUTIONS																					
Duke																					
Men	18	-	13	32	-	3	40	25	-	2	25	-	26	-	10	12	2	-	48	7	263
Women	2	-	5	-	-	-	60	1	-	4	12	-	16	-	3	8	1	-	8	4	124
Total	20	-	18	32	-	3	100	26	-	6	37	-	42	-	13	20	3	-	56	11	387
Guilford																					
Men	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Total	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Wake Forest																					
Men	-	-	9	36	-	-	14	-	-	-	-	-	9	-	-	5	5	-	14	-	92
Women	-	-	7	3	-	-	20	-	-	-	-	-	2	-	3	-	4	-	4	-	43
Total	-	-	16	39	-	-	34	-	-	-	-	-	11	-	3	5	9	-	18	-	135
Southeastern Baptist Theological Seminary																					
Men																					
Women	DATA NOT AVAILABLE																				
Total																					
PRIVATE TOTAL																					
Men	18	-	22	68	-	3	54	25	-	2	25	-	35	-	10	17	7	-	62	7	355
Women	2	-	12	3	-	-	80	1	-	4	12	-	19	-	6	8	5	-	12	4	168
Total	20	-	34	71	-	3	134	26	-	6	37	-	54	-	16	25	12	-	74	11	523
GRAND TOTAL																					
Men	47	43	110½	255	6	11	879	161	29	32	169	-	109	33	50½	81	54	56	228	7	2,361
Women	3	12	69	13	7	1	903	3	51	50	170	30	121	159	42	22	28	65	83	4	1,836
Total	50	55	179½	268	13	12	1,782	164	80	82	339	30	230	192	92½	103	82	121	311	11	4,19[illegible]

NOTE: Fractional figures reflect "split" majors.
* Does not include 3 degrees conferred by Fort Bragg Military Center.

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Appendix UNC-29

NUMBER OF DOCTOR'S DEGREES CONFERRED BY NORTH CAROLINA UNIVERSITIES BY INSTITUTION, SEX, AND FIELD OF STUDY, 1972-73

INSTITUTION AND SEX	Agriculture and Natural Resources	Architecture and Environmental Des.	Biological Sc.	Business and Management	Communications	Computer and Information Sc.	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Mathematics	Physical Sciences	Psychology	Social Sciences	GRAND TOTAL
PUBLIC INSTITUTIONS																		
UNIVERSITY OF NORTH CAROLINA																		
N. C. State University																		
Men	35	-	35	3	-	-	29	46½	-	-	-	-	-	12	12	8	13½	194
Women	1	-	7	-	-	-	4	3	-	-	-	-	-	2	-	-	2	19
Total	36	-	42	3	-	-	33	49½	-	-	-	-	-	14	12	8	15½	213
UNC-Chapel Hill																		
Men	-	2	26	9	1	2	26	8	3	13	15	-	35	8	31	16	50	245
Women	-	-	11	1	1	-	6	1	4	7	1	-	20	-	1	7	12	72
Total	-	2	37	10	2	2	32	9	7	20	16	-	55	8	32	23	62	317
UNC-Greensboro																		
Men	-	-	-	-	-	-	5	-	-	-	-	3	-	-	-	2	-	10
Women	-	-	-	-	-	-	5	-	-	-	-	11	1	-	-	-	-	17
Total	-	-	-	-	-	-	10	-	-	-	-	14	1	-	-	2	-	27
UNC TOTAL																		
Men	35	2	61	12	1	2	60	54½	3	13	15	3	35	20	43	26	63½	449
Women	1	-	18	1	1	-	15	4	4	7	1	11	21	2	1	7	14	108
Total	36	2	79	13	2	2	75	58½	7	20	16	14	56	22	44	33	77½	557
PRIVATE INSTITUTIONS																		
Duke																		
Men	6	-	24	-	-	-	14	9	-	2	-	-	33	4	18	6	32	148
Women	-	-	8	-	-	-	10	-	-	2	-	-	6	2	3	9	5	45
Total	6	-	32	-	-	-	24	9	-	4	-	-	39	6	21	15	37	193
Wake Forest																		
Men	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Women	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Total	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9
PRIVATE TOTAL																		
Men	6	-	32	-	-	-	14	9	-	2	-	-	33	4	18	6	32	156
Women	-	-	9	-	-	-	10	-	-	2	-	-	6	2	3	9	5	46
Total	6	-	41	-	-	-	24	9	-	4	-	-	39	6	21	15	37	202
GRAND TOTAL																		
Men	41	2	93	12	1	2	74	63½	3	15	15	3	68	24	61	32	95½	605
Women	1	-	27	1	1	-	25	4	4	9	1	11	27	4	4	16	19	154
Total	42	2	120	13	2	2	99	67½	7	24	16	14	95	28	65	48	114½	759

Appendix UNC-30

SOME PRINCIPAL STATUTES PERTAINING TO THE UNIVERSITY OF NORTH CAROLINA

§ 116-1. Purpose.--In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of the State's resources, the University of North Carolina is hereby redefined in accordance with the provisions of this Article. (1971, c. 1244, s. 1.)

§ 116-2. Definitions.—As used in this Article, unless the context clearly indicates a contrary intent:

(1) "Board" means the Board of Governors of the University of North Carolina.

(2) "Board of trustees" means the board of trustees of a constituent institution.

(3) "Chancellor" means the chancellor of a constitutent institution.

(4) "Constituent institution" or "institution" means one of the 16 public senior institutions, to wit, the University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, the University of North Carolina at Asheville, the University of North Carolina at Wilmington, Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University.

(5) "President" means the President of the University of North Carolina. (1971, c. 1244, s. 1.)

§ 116-3. Incorporation and corporate powers.--The board of trustees of the University of North Carolina is hereby redesignated, effective July 1, 1972, as the "Board of Governors of the University of North Carolina." The Board of Governors of the University of North Carolina shall be known and distinguished . . . .

§ 116-11. Powers and duties generally.--The powers and duties of the Board of Governors shall include the following:

(1) The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, subject to the powers and responsibilities given in this Article to the boards of trustees of the institutions, and to this end it shall maintain close liaison with the State Board of Education, the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the institutions. State-wide federal or State programs that provide aid to institutions or students of post-secondary education through a State agency, except those related exclusively to the community college system, shall be administered by the Board pursuant to any requirement of State or federal statute in order to insure that all activities are consonant with the State's long-range plan for higher education.

(2) The Board of Governors shall be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions. For this purpose the Board may adopt such policies and regulations as it may deem wise. Subject to applicable State law and to the terms and conditions of the instruments under which property is acquired, the Board of Governors may acquire, hold, convey or otherwise dispose of, invest and reinvest any and all real and personal property, with the exception of any property that may be held by trustees of institutional endowment funds under the provisions of G.S. 116-36 or that may be held, under authority delegated by the Board of Governors, either by a board of trustees or by trustees of any other endowment or trust fund.

(3) The Board shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded. The powers herein given to the Board shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provisions of law. The Board, after adequate notice and after affording the institutional board of trustees an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative.

(4) The Board of Governors shall elect officers as provided in G.S. 116-14. Subject to the provisions of section 18 of this act [Session Laws 1971, Chapter 1244, section 18], the Board shall also elect, on nomination of the President, the chancellor of each of the constituent institutions and fix his compensation. The President shall make his nomination from a list of not fewer than two names recommended by the institutional board of trustees.

(5) The Board of Governors shall, on recommendation of the President and of the appropriate institutional chancellor, appoint and fix the compensation of all vice-chancellors, senior academic and administrative officers and persons having permanent tenure.

(6) The Board shall approve the establishment of any new publicly supported institution above the community college level.

(7) The Board shall set tuition and required fees at the institutions, not inconsistent with actions of the General Assembly.

(8) The Board shall set enrollment levels of the constituent institutions.

(9) a. The Board of Governors shall develop, prepare and present to the Governor, the Advisory Budget Commission and the General Assembly a single, unified recommended budget for all of public senior higher education. The recommendations shall consist of requests in three general categories: (i) funds for the continuing operation of each constituent institution, (ii) funds for salary increases for employees exempt from the State Personnel Act and (iii) funds requested without reference to constituent institutions, itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas.

b. Funds for the continuing operation of each constituent institution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel

Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph a of this subdivision shall be appropriated to the Board in a lump sum. The Board shall allocate to the institutions any funds appropriated, said allocation to be made in accordance with the Board's schedule of priorities; provided, however, that when both the Board and the Advisory Budget Commission deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list.

c. The Advisory Budget Commission may, on recommendation of the Board, authorize transfer of appropriated funds from one institution to another to provide adjustments for over- or under-enrollment or may make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions.

(10) The Board shall collect and disseminate data concerning higher education in the State. To this end it shall work cooperatively with the Department of Community Colleges and shall seek the assistance of the private colleges and universities. It may prescribe for the constituent institutions such uniform reporting practices and policies as it may deem desirable.

(11) The Board shall assess the contributions and needs of the private colleges and universities of the State and shall give advice and recommendations to the General Assembly to the end that the resources of these institutions may be utilized in the best interest of the State. All requests by private institutions of higher education for State assistance to the institutions or to students attending them shall be submitted first to the Board for review and recommendation before being presented to any other State agency or to the General Assembly.

(12) The Board shall give advice and recommendations concerning higher education to the Governor, the General Assembly, the Advisory Budget Commission and the boards of trustees of the institutions.

(13) The Board may delegate any part of its authority over the affairs of any institution to the board of trustees or, through the President, to the chancellor of the institution in any case where such delegation appears necessary or prudent to enable the institution to function in a proper and expeditious manner. Any delegation of authority may be rescinded by the Board at any time in whole or in part.

(14) The Board shall possess all powers not specifically given to institutional boards of trustees. (1971, c. 1244, s. 1.)

Part 3. Constituent Institutions.

§ 116-31. Membership of the boards of trustees. (a) All persons who, as of June 30, 1972, are serving as trustees of the regional universities and of the North Carolina School of the Arts, except those who may have been elected to the Board of Governors, shall continue to serve for one year beginning July 1, 1972, and the terms of all such trustees shall continue for the period of one year.

(b) Effective July 1, 1972, a separate board of trustees shall be created for each of the following institutions: North Carolina State University at Raleigh, the University of North Carolina at Asheville, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, and the University of North Carolina at Wilmington. For the period commencing July 1, 1972, and ending June 30, 1973, each such board shall be constituted as follows:

(1) Twelve or more persons elected prior to July 1, 1972, by and from the membership of the board of trustees of the University of North Carolina, and

(2) The president of the student government of the institution, ex officio.

(c) If any vacancy should occur in any board of trustees during the year beginning July 1, 1972, the Governor may appoint a person to serve for the balance of the year.

(d) Effective July 1, 1973, each of the 16 constitutent institutions shall have a board of trustees composed of 13 persons chosen as follows:

(1) Eight elected by the Board of Governors,

(2) Four appointed by the Governor, and

(3) The president of the student government ex officio.

(e) From and after July 1, 1973, the term of office of all trustees, except the ex officio member, shall be four years, commencing on July 1 of odd-numbered years. In every odd-numbered year the Board of Governors shall elect four persons to each board of trustees and the Governor shall appoint two persons to each such board.

(f) In electing boards of trustees to serve commencing July 1, 1973, the Board of Governors shall designate four persons for four-year terms and four for two-year terms. The Governor, in making appointments of trustees to serve commencing July 1, 1973, shall designate two persons for four-year terms and two for two-year terms.

(g) From and after July 1, 1973, any person who has served two full four-year terms in succession as a member of a board of trustees shall, for a period of one year, be ineligible for election or appointment to the same board but may be elected or appointed to the board of another institution.

(h) From and after July 1, 1973, no member of the General Assembly or officer or employee of the State or of any constituent institution or spouse of any such member, officer or employee shall be eligible for election or appointment as a trustee. Any trustee who is elected or appointed to the General Assembly or who becomes an officer or employee of the State or of any constituent institution or whose spouse is elected or appointed to the General Assembly or becomes such officer or employee shall be deemed thereupon to resign from his membership on the board of trustees.

(i) No person may serve simultaneously as a member of a board of trustees and as a member of the Board of Governors. Any trustee who is elected or appointed to the Board of Governors shall be deemed to resign as a trustee effective as of the date that his term commences as a member of the Board of Governors.

(j) From and after July 1, 1973, whenever any vacancy shall occur in the membership of a board of trustees among those appointed by the Governor, it shall be the duty of the secretary of the board to inform the Governor of the existence of such vacancy, and the Governor shall appoint a person to fill the unexpired term, and whenever any vacancy shall occur among those elected by the Board of Governors, it shall be the duty of the secretary of the board to inform the Board of Governors of the existence of the vacancy, and the Board of Governors shall elect a person to fill the unexpired term. Whenever a member shall fail, for any reason other than ill health or service in the interest of the State or nation, to be present for three successive regular meetings of a board of trustees, his place as a member shall be deemed vacant. (1971, c. 1244, s. 1.)

Revision of Portions of Article. — See same catchline under § 116-1.

§ **116-32. Officers and meetings of the boards of trustees.**—At the first meeting after June 30 of each year each board of trustees shall elect from its membership a chairman, a vice-chairman and a secretary. Each board of trustees shall hold not less than three regular meetings a year and may hold such additional meetings as may be deemed desirable. (1971, c. 1244, s. 1.)

§ **116-33. Powers and duties of the boards of trustees.**– Each board of trustees shall promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. Each board shall serve as advisor to the Board of Governors on matters pertaining to the institution and shall also serve as advisor to the chancellor concerning the management and development of the institution. The powers and duties of each board of trustees, not inconsistent with other provisions of this Article, shall be defined and delegated by the Board of Governors. (1971, c. 1244, s. 1.)

§ **116-34. Duties of chancellor of institution.** — (a) The chancellor shall be the administrative and executive head of the institution and shall exercise complete executive authority therein, subject to the direction of the President. He shall be responsible for carrying out policies of the Board of Governors and of the board of trustees. As of June 30 of each year he shall prepare for the Board of Governors and for the board of trustees a detailed report on the operation of the institution for the preceding year.

(b) It shall be the duty of the chancellor to attend all meetings of the board of trustees and to be responsible for keeping the board of trustees fully informed on the operation of the institution and its needs.

(c) It shall be the duty of the chancellor to keep the President, and through him the Board of Governors, fully informed concerning the operations and needs of the institution. Upon request, he shall be available to confer with the President or with the Board of Governors concerning matters that pertain to the institution.

(d) Subject to policies prescribed by the Board of Governors and by the board of trustees, the chancellor shall make recommendations for the appointment of personnel within the institution and for the development of educational programs. (1971, c. 1244, s. 1.)

Appendix UNC-31

BOARDS OF TRUSTEES AND THE BOARD OF GOVERNORS:

Methods of Selection and Racial Composition, 1953 to date

General Statement

In 1953 there were twelve public senior institutions of higher education in North Carolina. Nine of these institutions[1] operated under individual boards of trustees. The other three, the North Carolina College for Women (now The University of North Carolina at Greensboro), North Carolina State College of Agriculture and Engineering (now The University of North Carolina at Raleigh) and The University of North Carolina at Chapel Hill, were governed by a single board, the Board of Trustees of The University of North Carolina.

This arrangement continued until the 1960's, when three additional four-year, degree-granting institutions grew out of former two-year colleges and became constituent institutions of The University of North Carolina. Prior to joining the University, separate boards of trustees governed each of these three institutions. The campus at Charlotte came under the governance of the University board in 1965, and the campuses at Asheville and Wilmington, in 1969.

The sixteenth public senior institution is the North Carolina School of the Arts, which was created by the General Assembly in 1963. Prior to 1972 it was controlled by a separate board of trustees.

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[1] These nine are presently designated: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, Pembroke State University, Western Carolina University and Winston-Salem State University.

Throughout the period 1953 to 1972 each board had full governing authority for its institution or group of institutions.

On July 1, 1972, legislation became effective which placed the governance of all sixteen institutions under a single board, the Board of Governors of The University of North Carolina. Legislation creating this board also provided for a board of trustees for each of the institutions and gave the Board of Governors the authority, effective July 1, 1973, to elect a majority of the members of each institutional board. The institutional boards have extensive powers, most of which are derived by delegation from the Board of Governors.

Following is an alphabetical listing of the sixteen public senior institutions. Under each institution's name there is an explanation of the method of selection of its board of trustees and a statement concerning the racial composition of the board. When all members of a board, during any period of the institution's history, were of one race, that fact is stated. When a board was racially mixed, the members are listed by name, with Indian and black members indicated. If there is no racial indication following any name, the member is of the white (Caucasian) race.

The composition of the Board of Governors is given following the institutional listings.

APPALACHIAN STATE UNIVERSITY

Board of Trustees

1953-1957

Nine members appointed by the Governor, approved by the Senate. All members were of the white race.

1957-1973*

Twelve members appointed by the Governor, approved by the General Assembly. All members were of the white race. The president of the student body was added as an *ex officio* member, effective May 6, 1971.

July 1, 1973-date

Thirteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body *ex officio*. Twelve members are of the white and one is of the black race.

The membership is as follows:

Claude Armfield, Jr.
F. P. Bodenheimer
B. Irvin Boyle
D. Dwight Crater
John P. Frank
Ralph Kennedy Frasier (Black)
John A. Garwood
Gordon L. Goodson
George Perry Green
Lester P. Martin, Jr.
Dr. Fred C. Miller
Mrs. Robert C. Rivers
Malcolm Carroll, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

EAST CAROLINA UNIVERSITY

Board of Trustees

1953-1957

Thirteen members; twelve appointed by the Governor, approved by the Senate, the Superintendent of Public Instruction *ex officio*. All members were of the white race.

1958-1971

Twelve members appointed by the Governor, approved by the General Assembly. All members were of the white race.

1971-1973*

Thirteen members; twelve appointed by the Governor, approved by the General Assembly, president of the student body *ex officio*. All members were of the white race.

July 1, 1973-date

Thirteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body *ex officio*. Twelve members are of the white and one is of the black race.

The membership is as follows:

Dr. Andrew A. Best (Black)
Mrs. J. G. Burgwyn
Dr. Donald L. Copeland
Wayne A. Corpening
Frederic L. Cox
Dr. J. Earl Danieley
Ashley B. Futrell
K. Edward Greene
Robert L. Jones
Herbert Lee
Troy W. Pate, Jr.
William L. Powell, Jr.
Bill Bodenhamer, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

ELIZABETH CITY STATE UNIVERSITY

Board of Trustees

1953-1957

Nine members appointed by the Governor, approved by the Senate.

The membership was as follows:

1953-54

G. R. Little
G. H. Ferguson
O. R. Symons
W. C. Chappell
J. W. Davis
E. L. Hoffler (Black)
H. L. Mitchell (Black)
H. Ferebee
Mrs. T. C. Sawyer, Sr.

1954-55

J. W. Davis
E. L. Hoffler (Black)
G. H. Ferguson
D. Bagley
W. C. Chappell
T. S. Cooper (Black)
Mrs. T. C. Sawyer, Sr.
E. P. Leary
O. Roy Symons

1955-56

J. T. Davis
E. L. Hoffler (Black)
G. H. Ferguson
W. C. Chappell
T. S. Cooper (Black)
Mrs. T. C. Sawyer, Sr.
E. P. Leary
O. Roy Symons

1956-57

J. W. Davis
E. L. Hoffler (Black)
G. H. Ferguson
W. C. Chappell
Mrs. T. C. Sawyer, Sr.
T. S. Cooper (Black)
E. P. Leary
O. Roy Symons
J. H. Moore

1957-1971

Twelve members appointed by the Governor, approved by the General Assembly.

The membership was as follows:

1957-58

J. W. Davis
McDonald Dixon
J. Carlton Abbott
A. G. Byrum
A. Pilston Godwin, Jr.
Herbert Hardy

A. J. Jones
Clifford B. Jones (Black)
John H. Moore
O. Roy Symons
Martin L. Wilson (Black)

1958-59

J. W. Davis
McDonald Dixon
J. C. Abbott
A. G. Byrum
R. L. Garrett
A. Pilston Godwin, Jr.

Herbert Hardy
A. J. Jones
C. B. Jones, Sr. (Black)
John H. Moore
O. Roy Symons
Martin L. Wilson (Black)

1959-60

J. W. Davis
McDonald Dixon
J. Carroll Abbott
A. G. Byrum
Roland L. Garrett
A. Pilston Godwin, Jr.

Herbert Hardy
A. J. Jones
Clifford B. Jones (Black)
O. Roy Symons
Martin L. Wilson (Black)

1960-61

Junious W. Davis, Sr.
McDonald Dixon
J. Carroll Abbott
Albert G. Byrum
Roland L. Garrett
A. Pilston Godwin, Jr.

Roger R. Jackson, Jr.
A. J. Jones
Clifford B. Jones (Black)
O. Roy Symons
Martin L. Wilson (Black)

1961-62

McDonald Dixon
O. Roy Symons
J. Carroll Abbott
Albert G. Byrum
Roland L. Garrett
A. Pilston Godwin, Jr.

Roger R. Jackson, Jr.
A. J. Jones
Clifford B. Jones (Black)
Lunsford H. Long
John H. Moore
Martin L. Wilson (Black)

1962-63

McDonald Dixon
R. L. Garrett
J. C. Abbott
A. G. Byrum
A. Pilston Godwin, Jr.
A. G. Jones
C. B. Jones, Sr. (Black)
W. L. Long
L. T. Randolph (Black)
J. C. Sawyer, Sr.
M. L. Wilson (Black)

1963-64

McDonald Dixon
R. L. Garrett
J. W. Bond (Black)
A. G. Byrum
A. Pilston Godwin, Jr.
C. W. Griffin
C. B. Jones, Sr. (Black)
W. L. Long
L. T. Randolph (Black)
J. C. Sawyer, Sr.
M. L. Wilson (Black)

1964-65

McDonald Dixon
Roland L. Garrett
J. Carroll Abbott
John W. Bond
Albert G. Byrum
A. Pilston Godwin, Jr.
Clarence W. Griffin
Clifford B. Jones, Sr. (Black)
W. Lunsford Long
Louis T. Randolph (Black)
J. C. Sawyer, Sr.
Martin L. Wilson (Black)

1965-67

McDonald Dixon
Clarence Griffin
John Bond (Black)
Clifford B. Jones (Black)
Louis T. Randolph (Black)
John C. Bias (Black)
Mrs. W. Arthur Tripp
Albert G. Byrum
Martin L. Wilson (Black)
Roland Garrett
A. Pilston Godwin, Jr.
Fred Markham

1967-69

McDonald Dixon
Clarence W. Griffin
John C. Bias (Black)
Albert G. Byrum
Joseph J. Harrington
Clifford B. Jones (Black)
Fred P. Markham, III
Herbert T. Mullen
Maceo A. Sloan (Black)
Mrs. W. Arthur Tripp
Kermit E. White (Black)
Martin L. Wilson (Black)

1969-71

McDonald Dixon
Clarence W. Griffin
John C. Bias (Black)
Albert G. Byrum
Joseph J. Harrington
Clifford B. Jones (Black)
Fred P. Markham, III
Lorimer W. Midgett
Herbert T. Mullen
Maceo A. Sloan (Black)
Kermit E. White (Black)
Martin L. Wilson (Black)

1971-73*

Thirteen members; twelve appointed by the Governor, approved by the General Assembly, president of the student body *ex officio*.

The membership was as follows:

1971-72

C. W. Griffin
J. C. Bias (Black)
J. Wilbert Forbes
J. J. Harrington
W. W. Hoffler (Black)
C. Johnson (Black)
C. B. Jones, Sr. (Black)
Fred Markham
H. T. Mullen
L. W. Midgett
K. E. White (Black)
A. H. Williams (Black)
Daryl Morris, *ex officio* (Black)

1972-73

Clarence W. Griffin
Clifford B. Jones (Black)
John C. Bias (Black)
Joseph J. Harrington
William W. Hoffler (Black)
Charles Johnson (Black)
Fred Markham, III
Lorimer W. Midgett
Herbert T. Mullen
Kermit E. White (Black)
Andrew H. Williams (Black)
Darnell Johnson, *ex officio* (Black

July 1, 1973-date

Thirteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body _ex officio_. Seven members are of the white and six are of the black race.

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*Effective July 1, 1972 the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

The membership is as follows:

Frank W. Ballance (Black)
Mrs. Geneva J. Bowe (Black)
J. Wilbert Forbes
Mrs. O. F. Gilbert, Jr.
Clarence W. Griffin
Dr. Charles Johnson (Black)
Fred P. Markham, III
Lorimer W. Midgett
J. Stanley Peel
Dr. Robert L. Poston
Dr. J. S. Simmons (Black)
Dr. Kermit E. White (Black)
Miss Edna Hathaway, _ex officio_ (Black)

FAYETTEVILLE STATE UNIVERSITY

Board of Trustees

1953-1956

Nine members appointed by the Governor and approved by the Senate.

The membership was as follows:

1953

Mrs. M. E. Bizzell (Black)
B. G. Bullock
J. H. Cook
C. W. Furlonge (Black)
C. F. Hedrick
W. E. Horner
A. Moore (Black)
M. N. Muldrow
Mrs. M. P. Powell (Black)

1954-1955

J. H. Cook
V. Dawson
W. P. DeVane
G. E. Edgerton
C. W. Furlonge (Black)
R. J. Hester
W. E. Horner (Black)
E. Rosenthal
S. B. Warren

1956*

W. Baker
J. H. Cook
V. Dawson
W. P. DeVane (Black)
G. E. Edgerton
A. J. Ellis
C. W. Furlonge (Black)
R. J. Hester
W. E. Horner
W. C. Nance
E. Rosenthal
R. Thompson
S. B. Warren
E. L. White

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*Includes members serving part of the year

1957-1970

Twelve members appointed by the Governor, approved by the General Assembly.

The membership was as follows:

1957

W. Baker
J. H. Cook
V. Dawson
W. P. DeVane (Black)
G. E. Edgerton
A. J. Ellis
C. W. Furlonge (Black)
R. J. Hester
W. E. Horner
E. Rosenthal
S. B. Warren
E. L. White

1958-1959

W. Baker
C. J. Barber (Black)
J. H. Cook
V. Dawson
W. P. DeVane (Black)
G. E. Edgerton
A. J. Ellis
R. J. Hester
W. E. Horner
E. Rosenthal
S. B. Warren
E. L. White

1960-1961

C. J. Barber (Black)
W. R. Collins (Black)
J. H. Cook
V. Dawson
W. P. DeVane (Black)
G. E. Edgerton
A. J. Ellis
R. J. Hester
K. A. McDonald
S. R. Rosemond (Black)
E. Rosenthal
S. B. Warren

1962-1963

C. J. Barber (Black)
G. L. Butler (Black)
W. R. Collins (Black)
J. H. Cook
V. Dawson
W. P. DeVane (Black)
G. E. Edgerton
A. J. Ellis
R. J. Hester
K. A. McDonald
E. Rosenthal
S. B. Warren

1964-1965

C. J. Barber (Black)
G. L. Butler (Black)
W. R. Collins (Black)
J. H. Cook
V. Dawson
W. P. DeVane (Black)
G. E. Edgerton
A. J. Ellis
K. A. McDonald
Mrs. J. R. Nance
E. Rosenthal
S. B. Warren

1966-1967

C. J. Barber (Black)
G. L. Butler (Black)
W. R. Collins (Black)
J. H. Cook
V. Dawson
W. P. DeVane (Black

G. E. Edgerton
A. J. Ellis
Mrs. J. R. Nance
K. A. McDonald
E. Rosenthal
S. B. Warren

1968-1969

C. J. Barber (Black)
W. Breece
G. L. Butler (Black)
W. R. Collins (Black)
J. H. Cook
C. R. Dawkins

V. Dawson
G. E. Edgerton
K. A. McDonald
Mrs. J. R. Nance
E. Rosenthal
S. B. Warren

1970

C. J. Barber (Black)
W. Breece
G. L. Butler (Black)
W. R. Collins (Black)
J. H. Cook
C. R. Dawkins

V. Dawson
G. E. Edgerton
Mrs. J. R. Nance
E. Rosenthal
E. B. Turner (Black)
S. B. Warren

1971-1972*

Thirteen members; twelve appointed by the Governor, president of the student body *ex officio*.

The membership was as follows:

1971

C. J. Barber (Black)
W. Breece
G. L. Butler (Black)
W. R. Collins (Black)
J. H. Cook
C. R. Dawkins
V. Dawson

G. E. Edgerton
Mrs. J. R. Nance
E. Rosenthal
E. B. Turner (Black)
S. B. Warren
W. Alston, *ex officio* (Black)

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

1972-1973

C. J. Barber (Black)
G. L. Butler (Black)
Mrs. H. Clark
W. R. Collins (Black)
J. H. Cook
P. Cousin (Black)
C. R. Dawkins
V. Dawson
G. E. Edgerton
Mrs. J. R. Nance
E. Rosenthal
S. Warren
K. Robinson, *ex officio* (Black)

July 1, 1973-date

Thirteen members; eight selected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body *ex officio*.

The membership is as follows:

C. J. Barber (Black)
A. Barnes (Black)
G. L. Butler (Black)
R. Cellner
W. R. Collins (Black)
P. Cousin (Black)
R. Crowell
Mrs. B. Landis (Black)
J. S. Lee
R. Little
D. McClean
Mrs. F. H. Weaver
I. C. Robinson, *ex officio*, (Black)

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Board of Trustees

1953-1957

Sixteen members; fifteen appointed by the Governor, Superintendent of Public Instruction *ex officio*.

The membership was as follows:

1953-1955

Charles A. Hines
Wade H. Paschal
Shelley B. Caveness
E. R. Merrick (Black)
L. W. James (Black)
Murray Davis (Black)
J. W. Jeffries (Black
H. A. Scott
W. L. T. Miller (Black)
A. A. Morrisey (Black)
Robert H. Frazier
George Sockwell
J. Wilson Alexander
C. H. Dearman
George T. Ashford
Charles F. Carroll, *ex officio*

1955-1957

Charles A. Hines
W. L. T. Miller (Black
Robert H. Frazier
A. A. Morrisey (Black)
J. Wilson Alexander
E. R. Merrick (Black)
James A. Graham
Murray B. Davis (Black)
George Sockwell
H. A. Scott
E. E. Waddell (Black)
A. H. Brett (Black)
Wade Paschal
Shelley B. Caveness
George T. Ashford
Charles A. Carroll, *ex officio*

1957-1972

Twelve members appointed by the Governor. The president of the student body was added as an *ex officio* member, effective May 6, 1971.

The membership was as follows:

1957-1958

J. Wilson Alexander
A. H. Brett (Black)
Murray B. Davis (Black)
Robert H. Frazier
James A. Graham
Joseph M. Hunt
E. R. Merrick (Black)
George Sockwell
Henry A. Scott
E. E. Waddell (Black)
W. B. Wicker (Black)
Shelley B. Caveness

1958-1959

J. Wilson Alexander
A. H. Brett (Black)
Murray Davis (Black)
Robert H. Frazier
James A. Graham
Robert P. Holding
E. R. Merrick (Black)
Henry A. Scott
E. E. Waddell (Black)
W. B. Wicker (Black)
Joseph M. Hunt
George Sockwell

1959-1960

J. Mack Hatch
A. H. Brett (Black)
Murray Davis (Black)
Robert H. Frazier
James A. Graham
Robert P. Holding
W. L. Reid (Black)
Henry A. Scott
E. E. Waddell (Black)
W. B. Wicker (Black)
Joseph M. Hunt
George Sockwell

1960-1961

A. H. Brett (Black)
Murray Davis (Black)
Robert H. Frazier
James Graham
J. Mack Hatch
Joseph M. Hunt
W. L. Reid (Black)
Henry A. Scott
George Sockwell
E. E. Waddell (Black)
Robert P. Holding
W. B. Wicker (Black)

1961-1962

Robert H. Frazier
Murray Davis (Black)
J. Mack Hatch
Frontis W. Johnston
W. L. Reid (Black)
Henry A. Scott
George Sockwell
John S. Stewart (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)
Robert P. Holding, Jr.
Joseph M. Hunt, Jr.

1962-1963

Murray B. Davis (Black)
Robert H. Frazier
J. Mack Hatch
Frontis W. Johnston
W. L. Reid (Black)
George Sockwell
J. S. Stewart (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)
Robert P. Holding, Jr.
Joseph M. Hunt

1963-1964

Andrew A. Best (Black)
Robert H. Frazier
James A. Graham
J. Mack Hatch
Frontis W. Johnston
David W. Morehead (Black)
W. L. Reid (Black)
George Sockwell
J. S. Stewart (Black)
Otis E. Tillman (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)

1964-1965

Andrew A. Best (Black)
Robert H. Frazier
James A. Graham
J. Mack Hatch
Frontis W. Johnston
David W. Morehead (Black)
W. L. Reid (Black)
George Sockwell
J. S. Stewart (Black)
Otis E. Tillman (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)

1965-1966

Andrew A. Best (Black)
Robert H. Frazier
James A. Graham
J. Mack Hatch
David W. Morehead
L. L. Ray
George Sockwell
J. S. Stewart (Black)
Otis E. Tillman (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)
Frontis W. Johnston

1966-1967

Andrew A. Best (Black)
Robert H. Frazier
J. Mack Hatch
David W. Morehead (Black)
L. L. Ray
J. S. Stewart (Black)
Otis E. Tillman (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)
James A. Graham
Frontis W. Johnston
George Sockwell

1967-1968

Andrew A. Best (Black)
Robert H. Frazier
Frontis W. Johnston
David W. Morehead (Black)
Charles A. Phillips
L. L. Ray
George Sockwell
J. S. Stewart (Black)
Otis E. Tillman (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)
James A. Graham

1968-1969

Andrew A. Best (Black)
Robert H. Frazier
Frontis W. Johnston
Charles W. Phillips
L. L. Ray
J. S. Stewart (Black)
Otis E. Tillman (Black)
E. E. Waddell (Black)
W. B. Wicker (Black)
James A. Graham
David W. Morehead (Black)
George Sockwell

1969-1970

Howard C. Barnhill (Black)
Andrew A. Best (Black)
Robert H. Frazier
Frontis W. Johnston
David W. Morehead (Black)
Charles W. Phillips
L. L. Ray
George Sockwell
J. S. Stewart (Black)
Otis E. Tillman (Black)
W. B. Wicker (Black)
James A. Graham

1970-1971

Howard C. Barnhill (Black)
Andrew A. Best (Black)
Robert H. Frazier
James A. Graham
Frontis W. Johnston
David W. Morehead (Black)
C. W. Phillips
L. L. Ray
George Sockwell
J. S. Stewart (Black)
Otis E. Tillman (Black)
W. B. Wicker (Black)

1971-1972

Howard C. Barnhill (Black)
Andrew A. Best (Black)
Robert H. Frazier
Frontis W. Johnston
David W. Morehead (Black)
L. L. Ray
George Sockwell
J. S. Stewart (Black)
W. B. Wicker (Black)
James A. Graham
C. W. Phillips
Otis E. Tillman (Black)

1972*-1973

Thirteen members, twelve appointed by the Governor, president of the student body *ex officio*.

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trusteea of the institution.

Membership was as follows:

Marshall Bass (Black)
Lacy Caple (Black)
Robert H. Frazier
Frontis W. Johnston
John McArthur
David W. Morehead (Black)
W. B. Nixon (Black)
C. W. Phillips
J. S. Stewart (Black)
Franklin Teague
Otis E. Tillman (Black)
W. B. Wicker (Black)
Larry Hinton, *ex officio* (Black)

July 1, 1973-date

Thirteen members, eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body *ex officio*.

Membership is as follows:

Marshall Bass (Black)
Lacy H. Caple (Black)
C. C. Griffin (Black)
Frontis W. Johnston
Richard D. Levy
Robert Linton (Black)
John H. McArthur
David W. Morehead (Black)
John S. Stewart (Black)
Otis E. Tillman (Black)
John C. Hawkins
Mrs. Emily Preyer
Marilyn Marshall, *ex officio* (Black)

NORTH CAROLINA CENTRAL UNIVERSITY

Board of Trustees

1953-1973

Twelve members appointed by the Governor, approved by the Senate (approval was by the General Assembly after 1957). The president of the student body was added as an *ex officio* member, effective May 6, 1971.

The membership was as follows:

1953-1954

R. M. Gantt
Bascom Baynes
J. M. Hubbard (Black)
J. W. Black (Black)
Charles F. Carroll
C. A. Dandelake
T. W. Ellis, Jr.
Ernest B. Johnson (Black)
Walter Jones, Jr.
B. I. Satterfield
Banks Wilkins
Nelson Woodson

1954-1955

R. M. Gantt
Bascom Baynes
J. M. Hubbard, Sr. (Black)
Frank Banzet
J. W. Black (Black)
Charles F. Carroll
C. A. Dandelake
T. W. Ellis, Jr.
Ernest B. Johnson (Black)
Walter Jones, Jr.
B. I. Satterfield
Banks Wilkins
Nelson Woodson

1955-1957

R. M. Gantt
Bascom Baynes
J. M. Hubbard, Sr. (Black)
Frank Banzet
J. W. Black (Black)
Charles F. Carroll
C. A. Dandelake
T. W. Ellis, Jr.
Ernest B. Johnson (Black)
Walter Jones, Jr.
B. I. Satterfield
Banks Wilkins
Nelson Woodson

1957-1959

Bascom Baynes
Welch Harris
J. M. Hubbard, Sr. (Black)
J. W. Black (Black)
John G. Clark
Ida Duncan (Black
Edwin Jones, Sr.
Hanes Lassiter
W. W. Pierson
Clyde A. Shreve
Marshall T. Spears, Sr.
Dillard Teer

1959-1961

Bascom Baynes
Welch Harris
J. M. Hubbard, Sr. (Black)
J. W. Black (Black)
John G. Clark
Edwin Jones, Sr.

Hanes Lassiter
W. W. Pierson
Clyde A. Shreve
Marshall T. Spears, Sr.
Dillard Teer
Clarence Watkins (Black)

1961-1963

Bascom Baynes
Welch Harris
J. M. Hubbard, Sr. (Black)
W. H. Davenport (Black)
Reginald A. Hawkins (Black)
J. R. Larkins (Black)

W. W. Pierson
Clyde A. Shreve
Marshall T. Spears, Sr.
Dillard Teer
M. Hugh Thompson (Black)
Clarence Watkins (Black)

1963-1965

Bascom Baynes
J. M. Hubbard, Sr. (Black)
J. R. Larkins (Black)
Mrs. Harvey Beech (Black)
Welch Harris
Reginald A. Hawkins (Black)

W. W. Pierson
Clyde A. Shreve
Marshall T. Spears, Sr.
Dillard Teer
M. Hugh Thompson (Black)
Clarence C. Watkins (Black)

1965-1966

Bascom Baynes
J. M. Hubbard, Sr. (Black)
J. R. Larkins (Black)
Mrs. Harvey Beech (Black)
Robert J. Brown (Black)
Mrs. R. S. Ferguson

Welch Harris
Malcolm H. Hunt
Clyde A. Shreve
Marshall T. Spears, Sr.
M. Hugh Thompson (Black)
Clarence C. Watkins (Black)

1966-1967

Bascom Baynes
J. M. Hubbard, Sr. (Black)
J. R. Larkins (Black)
Mrs. Harvey Beech (Black)
Robert J. Brown (Black)
Mrs. Everett I. Bugg

Mrs. R. S. Ferguson
Welch Harris
Clyde A. Shreve
Marshall T. Spears, Sr.
M. Hugh Thompson (Black)
Clarence C. Watkins (Black)

1967-1968

Bascom Baynes
J. M. Hubbard, Sr. (Black)
J. R. Larkins (Black)
Mrs. Harvey Beech (Black)
Robert J. Brown (Black)
Mrs. Everett I. Bugg
Paul Clyde
Mrs. R. S. Ferguson
Clyde A. Shreve
Marshall T. Spears, Sr.
M. Hugh Thompson (Black)
Clarence C. Watkins (Black)

1968-1969

Bascom Baynes
James M. Hubbard, Sr. (Black)
J. R. Larkins (Black)
Mrs. Harvey Beech (Black)
Mrs. Everett I. Bugg
Paul Clyde
Mrs. R. S. Ferguson
Clyde A. Shreve
Marshall T. Spears, Sr.
M. Hugh Thompson (Black)
Clarence C. Watkins (Black)

1969-1971

Clyde A. Shreve
M. Hugh Thompson (Black)
John R. Larkins (Black)
Wiley T. Armstrong (Black)
Bascom Baynes
Mrs. Eloise C. Beech (Black)
Paul Clyde
Mrs. R. S. Ferguson
E. K. Powe
Louis T. Randolph (Black)
Marshall T. Spears, Sr.
Clarence C. Watkins (Black)

1971-1972

Clyde A. Shreve
John R. Larkins (Black)
Wiley T. Armstrong (Black)
Bascom Baynes
Mrs. Eloise C. Beech (Black)
J. LeVonne Chambers (Black)
George Debnam (Black)
Mrs. R. S. Ferguson
E. K. Powe
Louis T. Randolph (Black)
Clarence Watkins (Black)

1972*-1973

Clyde A. Shreve
Wiley T. Armstrong (Black)
John R. Larkins (Black)
Bascom Baynes
Mrs Eloise Beech (Black)
William Clement (Black)
Robert E. Dawson (Black)
George Debnam (Black)
Mrs. R. S. Ferguson
Charles V. Holland (Black)
E. K. Powe
Clarence C. Watkins (Black)
William W. Covington, *ex officio*
(Black)

Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

July 1, 1973-date

Thirteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body *ex officio*. Eight members are of the black and five are of the white race.

The membership is as follows:

Wiley T. Armstrong (Black)
Mrs. Josephine Strayhorne (Black)
Mrs. Edmund M. Cameron
William A. Clement (Black)
Robert E. Dawson (Black)
George Debnam (Black)
Milton Harrington
James Hawkins (Black)
Charles V. Holland (Black)
E. K. Powe
William Sessoms
Clyde A. Shreve
Milton Lewis, *ex officio* (Black)

NORTH CAROLINA SCHOOL OF THE ARTS

Board of Trustees

1963-1973*

Legislation establishing the institution was enacted on June 24, 1963.

Thirteen members; twelve appointed by the Governor, the Conductor of the North Carolina Symphony *ex officio*. The president of the student body was added as an *ex officio* member, effective May 6, 1971. Prior to October 1972, all members were of the white race. At that time the first black member, Mr. Asa T. Spaulding, was appointed to the board.

July 1, 1973-date

Fourteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body and Conductor of the North Carolina Symphony *ex officio*. Thirteen members are of the white and one is of the black race.

The membership is as follows:

Mrs. Smith Bagley
Mrs. Alex Bernhardt
Wallace Carroll
Mrs. William A. V. Cecil
James McClure Clarke
A. J. Fletcher
J. Gordon Hanes
R. Philip Hanes, Jr.
Robert W. Newsom
Dr. James H. Semans
Mrs. Asa T. Spaulding (Black)
Mrs. T. J. VanMetre
Susan Summers, *ex officio*
John Gosling, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

NORTH CAROLINA STATE UNIVERSITY

Board of Trustees

1953-1972

Board of Trustees of The University of North Carolina. Composed of 100 persons elected by the General Assembly and, in addition, of certain *ex officio* members, to wit, the Governor, the Superintendent of Public Instruction and all former governors. Effective May 6, 1971, the president of the student body of each of the six institutions within the University became an *ex officio* member.

All members during this period were white.

July 1, 1972*-July 1, 1973

Board of Trustees composed of 17 persons, 16 of whom were elected by and from the members of the former Board of Trustees of The University of North Carolina and one of whom, the president of the student body, served *ex officio*. During this year all members were white.

July 1, 1973-date

Board of Trustees composed of 13 persons selected as follows:

8 elected by the Board of Governors
4 appointed by the Governor
1 *ex officio*, the president of the student body

The membership is as follows:

Robert J. Brown (Black)
Dr. Walter W. Dickson
C. A. Dillon, Jr.
Grover Gore
Mrs. Neill McFadyen
James M. Peden, Jr.
Philip Henry Pitts
Dr. J. W. Pou
Zeno Ratcliff, Jr.
Lexie L. Ray
Walter L. Smith
Fred L. Wilson
Terry Carroll, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

PEMBROKE STATE UNIVERSITY

Board of Trustees

1953-1958

Eleven members appointed by the Governor. All members were American Indians.

1959-1973

Twelve members appointed by the Governor, approved by the General Assembly. The president of the student body was added as an *ex officio* member, effective May 6, 1971.

The membership was as follows:

1959-1960

Lester Bullard (Indian)
A. E. Hammonds (Indian)
Steve Hammonds, Jr. (Indian)
Charles Hostetler
L. W. Jacobs (Indian)
Hal Little
Elmer T. Lowry (Indian)
James R. Lowry (Indian)
Zeb A. Lowry (Indian)
Carl L. Maynor (Indian)
Ashley Murphy
Edward L. Williamson

1960-1961

Lester Bullard (Indian)
A. E. Hammonds (Indian)
Steve Hammonds, Jr. (Indian)
Charles Hostetler
L. W. Jacobs (Indian)
Hal Little
Elmer T. Lowry (Indian)
Zeb A. Lowry (Indian)
Raymond B. Mallard
Ashley Murphy
Edward L. Williamson

1961-1962

Lester Bullard (Indian)
A. E. Hammonds (Indian)
Steve Hammonds, Jr. (Indian)
Charles Hostetler
L. W. Jacobs (Indian)
Hal Little
Elmer T. Lowry (Indian)
Zeb A. Lowry (Indian)
Raymond B. Mallard
Ashley Murphy
Edward L. Williamson

1962-1963

Lester Bullard (Indian)
Steve Hammonds, Jr. (Indian)
James E. Hammonds (Indian)
Charles Hostetler
L. W. Jacobs (Indian)
Hal Little
Harry W. Locklear (Indian)
Elmer T. Lowry (Indian)
Zeb A. Lowry (Indian)
Raymond B. Mallard
Ashley Murphy
Edward L. Williamson

1963-1964

Lester Bullard (Indian)
Steve Hammonds, Jr. (Indian)
James E. Hillman
Charles Hostetler
L. W. Jacobs (Indian)
Hal Little
Harry W. Locklear (Indian)
Elmer T. Lowry (Indian)
Zeb A. Lowry (Indian)
Raymond B. Mallard
Ashley Murphy
Edward L. Williamson

1964-1966

Lester Bullard (Indian)
Frank H. Epps (Indian)
James E. Hillman
Charles Hostetler
L. W. Jacobs (Indian)
Hal Little
Harry W. Locklear (Indian)
Harvey Lowry (Indian)
Zeb A. Lowry (Indian)
Raymond B. Mallard
Ashley Murphy
Edward L. Williamson

1966-1968

Martin L. Brooks (Indian)
Herman Dial (Indian)
James E. Hillman
L. W. Jacobs (Indian)
Hal Little
Harry W. Locklear (Indian)
E. T. Lowry (Indian)
Zeb A. Lowry (Indian)
Raymond B. Mallard
Ashley Murphy
John W. Oxendine (Indian)
Edward L. Williamson

1968-1970

W. Earl Britt
B. O. Burns
Herman Dial (Indian)
James E. Hillman
Hal Little
Harry W. Locklear (Indian)
E. T. Lowry (Indian)
Zeb A. Lowry (Indian)
R. D. McMillan, Jr.
Raymond B. Mallard
John W. Oxendine (Indian)
Purnell Swett (Indian)

1970-1972

W. Earl Britt
B. O. Burns
Herman Dial (Indian)
Hal W. Little
Harry W. Locklear (Indian)
E. T. Lowry (Indian)
Zeb A. Lowry (Indian)
Leroy Marks
R. D. McMillan, Jr.
John W. Oxendine (Indian)
Sankey W. Robinson
Purnell Swett (Indian)
R. Gary Strickland, *ex officio*

1972*-1973

Thirteen members; twelve appointed by the Governor, approved by the General Assembly, president of the student body *ex officio*.

The membership was as follows:

1972-1973

Joe Freeman Britt
B. O. Burns
Ernest Chavis (Indian)
Robert B. Davis
Herman Dial (Indian
Harry W. Locklear (Indian)
Elmer T. Lowry (Indian)
Zeb A. Lowry (Indian)
R. D. McMillan, Jr.
Leroy Marks
Sankey W. Robinson
Purnell Swett (Indian)
Percy Lee Conway, *ex officio*

July 1, 1973-date

Thirteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body *ex officio*. Six members are of the white race, five are Indians and one is black.

The membership is as follows:

Ernest H. Brown, Jr.
Herman Dial (Indian)
Beth Finch
Janie Locklear (Indian)
Harry W. Locklear (Indian)
Leroy Marks
Fred Musselwhite
Sankey W. Robinson
Juddie A. Revels, Jr.(Indian)
Purnell Swett (Indian)
David Lee Thompson (Black)
Clyde Upchurch, Jr.
Van Coleman, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

Board of Trustees

1953-1958

The Board of Trustees of Asheville-Biltmore College was constructed as follows:

5 appointed by the Alumni Association of Asheville-Biltmore College
7 appointed by the Board of Commissioners of Buncombe County
7 appointed by the City Council of the City of Asheville

The following *ex officio* members:

The Mayor of the City of Asheville
The Chairman of the Board of Commissioners of Buncombe County
The Chairman of the Asheville City School Board
The Chairman of the Board of Education of Buncombe County
The Superintendent of Asheville City Schools
The Superintendent of Buncombe County Schools

All members were of the white race.

1958-1963

The Board of Trustees of Asheville-Biltmore College was constructed as follows:

2 members appointed by the Asheville City Council
2 members appointed by the Board of Buncombe County Commissioners
2 members appointed by the Asheville City School Board
2 members appointed by the Buncombe County Board of Education
4 members appointed by the Governor of North Carolina

All members were of the white race.

1963-1969

The Board of Trustees of Asheville-Biltmore College was composed of 12 members appointed by the Governor of North Carolina. All members were of the white race.

1969-1972

Board of Trustees of The University of North Carolina. Composed of 100 persons elected by the General Assembly and, in addition, of certain *ex officio* members, to wit, the Governor, the Superintendent of Public Instruction and all former governors. The presidents of the student bodies were added as *ex officio* members, effective May 6, 1971.

All members during this period were white.

July 1, 1972*-July 1, 1973

Board of Trustees composed of 13 persons, 12 of whom were elected by and from the members of the former Board of Trustees of The University of North Carolina and one of whom, the president of the student body, served *ex officio*. During this year all members were white.

July 1, 1973-date

Board of Trustees composed of 13 persons selected as follows:

8 elected by the Board of Governors
4 appointed by the Governor
1 *ex officio*, the president of the student body

The membership is as follows:

Garza Baldwin, Jr.
George H. Blanton, Jr.
Dr. George W. Brown
Dr. Francis A. Buchanan
Bruce A. Elmore
Robert B. Hall
Dr. Otis B. Michael
Mrs. Charles D. Owen, Jr.
Frell MacDonald Owl (American Indian)
Mrs. Julia Greenlee Ray (Black)
Bernard R. Smith, Jr.
Maurice H. Winger, Jr.
Kenneth Wright, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Board of Trustees

1953-1972

Board of Trustees of The University of North Carolina. Composed of 100 persons elected by the General Assembly and, in addition, of certain ex officio members, to wit, the Governor, the Superintendent of Public Instruction and all former governors. The presidents of the student bodies were added as ex officio members, effective May 6, 1971.

All members during this period were white.

July 1, 1972*-July 1, 1973

Board of Trustees composed of 17 persons, 16 of whom were elected by and from the members of the former Board of Trustees of The University of North Carolina and one of whom, the president of the student body, served ex officio. During this year 16 members were white and the ex officio member was black.

July 1, 1973-date

Board of Trustees composed of 13 persons selected as follows:

8 elected by the Board of Governors
4 appointed by the Governor
1 ex officio, the president of the student body

The membership is as follows:

Hargrove Bowles, Jr.
A. Leon Capel, Jr.
Walter Davis
Henry A. Foscue
Mrs. James Harper
Charles R. Jonas, Jr.
Thomas W. Lambeth
T. Henry Redding
Ralph Strayhorn
John A. Tate, Jr.
Walter S. Tucker (Black)
John A. Wilkinson
Ford Runge, ex officio

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Board of Trustees

1953-1958

Charlotte College operated under the publicly elected Charlotte City Board of Education. All members of this board were white.

1958-1963

The Board of Trustees of the Charlotte Community College System served as the governing board for Charlotte College.

The Board consisted of eleven members appointed as follows:

1 by the Charlotte City Council
2 by the Mecklenburg County Commissioners
2 by the Charlotte City Board of Education
2 by the Mecklenburg County School Board
4 by the Governor of North Carolina

Membership throughout the period included ten members of the white and one of the black race and was as follows:

J. Murrey Atkins 1958-1963
Dr. E. A. Beaty 1958-1962
R. L. Taylor 1958-1963
John Paul Lucas 1958-1963
Addison H. Reese 1958-1963
Linn D. Garabaldi 1958-1963
Oliver Rowe 1958-1963
Thomas M. Belk 1958-1963

Cecil Prince 1958-1960
Sheldon P. Smith 1958-1963
Dr. Thomas Watkins, Sr. (Black) 1958-1963
John A. McRae 1958-1962
C. A. McKnight 1960-1963
Robert Lassiter 1962
John J. Delaney 1962-1963

1963-1965

Twelve members appointed by the Governor. All members were of the white race.

1965-1972

Board of Trustees of The University of North Carolina. Composed of 100 persons elected by the General Assembly and, in addition, of certain ex officio members, to wit, the Governor, the Superintendent of Public Instruction and all former governors. The presidents of the student bodies were added as ex officio members, effective May 6, 1971.

All members during this period were white.

July 1, 1972*-July 1, 1973

Board of Trustees composed of 13 persons, 12 of whom were elected by and from the members of the former Board of Trustees of The University of North Carolina and one of whom, the president of the student body, served *ex officio*. During this year all members were white.

July 1, 1973-date

Board of Trustees composed of 13 persons selected as follows:

8 elected by the Board of Governors
4 appointed by the Governor
1 *ex officio*, the president of the student body

The membership is as follows:

Mrs. Mary Jarrett Adair
Irwin Belk
F. Douglas Biddy
Dr. William E. Bluford (Black)
C. C. Cameron
Frank H. Crowell
N. K. Dickerson
John L. Fraley
James A. Hardison, Jr.
Mrs. Parks M. King, Jr.
Thomas H. Leath
Addison H. Reese
Richard Butterfield, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Board of Trustees

1953-1972

Board of Trustees of The University of North Carolina. Composed of 100 persons elected by the General Assembly and, in addition, of certain *ex officio* members, to wit, the Governor, the Superintendent of Public Instruction and all former governors. The presidents of the student bodies were added as *ex officio* members, effective May 6, 1971.

All members during this period were white.

July 1, 1972*-July 1, 1973

Board of Trustees composed of 15 persons, 14 of whom were elected by and from the members of the former Board of Trustees of The University of North Carolina and one of whom, the president of the student body, served *ex officio*. During this year all members were white.

July 1, 1973-date

Board of Trustees composed of 13 persons selected as follows:

8 elected by the Board of Governors
4 appointed by the Governor
1 *ex officio*, the president of the student body

The membership is as follows:

Mrs. J. Carroll Abernethy, Jr.
Mrs. Raphael O. Black (Black)
Robert D. Davis
Thomas S. Douglas, III
Mrs. Herbert Falk
Walter T. Johnson, Jr. (Black)
Beverly C. Moore
Mrs. William C. Stanback
Louis C. Stephens, Jr.
Thomas Storrs
H. Patrick Taylor, Jr.
Mrs. Stewart B. Warren
Christopher Jones, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

Board of Trustees

In 1946 Wilmington College was founded by the New Hanover County Board of Education. For the first twelve years the Board of Education appointed three members to serve as trustees.

In 1958 the College became a Community College and the trustees were appointed as follows:

2 by the City Council
2 by the County Commissioners
4 by the Board of Education
4 by the Governor

In 1964 the College became a four-year institution and the Governor appointed all twelve trustees.

During the period, 1946 to 1969, all members of the Board of Trustees were white.

1969-1972

Board of Trustees of The University of North Carolina. Composed of 100 persons elected by the General Assembly and, in addition, of certain ex officio members, to wit, the Governor, the Superintendent of Public Instruction and all former governors. The presidents of the student bodies were added as ex officio members, effective May 6, 1971.

All members during this period were white.

July 1, 1972*-July 1, 1973

Board of Trustees composed of 13 persons, 12 of whom were elected by and from the members of the former Board of Trustees of The University of North Carolina and one of whom, the president of the student body, served ex officio. During this year all members were white.

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

July 1, 1973-date

Board of Trustees composed of 13 persons selected as follows:

8 elected by the Board of Governors
4 appointed by the Governor
1 *ex officio*, the president of the student body

The membership is as follows:

Tony E. Brewington (Indian)
Dr. John B. Codington
Mrs. Homer Davis
Addison Hewlett, Jr.
William L. Hill, II
George R. Little, Jr.
Ashley M. Murphy
Mrs. Kenneth Newbold
E. S. Simpson
C. Lacy Tate
Harold Gene Troy (Black)
Thomas H. Wright, Jr.
William Renn, Jr., *ex officio*

WINSTON-SALEM STATE UNIVERSITY

Board of Trustees

1953-1958

Nine members appointed by the Governor, approved by the Senate.

The membership was as follows:

1953

Winfield Blackwell
O. A. Kirkman
Dr. R. S. Hairston (Black)
Clark S. Brown (Black)
J. Harmon Linville
T. E. Story
Curtiss Todd (Black)
G. G. Tucker
B. E. Wilson

1955

John C. Whitaker
William F. Womble
Dr. Rufus S. Hairston (Black)
Thomas Winfield Blackwell
J. Harmon Linville
L. D. Long
Clarence Pemberton
Julian Robertson
Mrs. Birdie G. Robinson (Black)

1957

John C. Whitaker
William F. Womble
Dr. Rufus S. Hairston (Black)
Thomas Winfield Blackwell
J. Harmon Linville
L. D. Long
Clarence Pemberton
Julian Robertson
Mrs. Birdie G. Robinson (Black)

1959-1969

Twelve members appointed by the Governor, approved by the General Assembly.

The membership was as follows:

1959

Thomas Winfield Blackwell
Thomas B. Rice
Dr. Rufus S. Hairston (Black)
Bert L. Bennett
Clark S. Brown (Black)
L. D. Long
N. L. Dillard (Black)
F. L. Gobble
John Hough
Ralph M. Stockton, Jr.
Gordon Tomlinson
H. D. Townsend

1961

Thomas Winfield Blackwell
Thomas B. Rice
J. Paul Wallace
Bert L. Bennett
Clark S. Brown (Black)
L. D. Long
N. L. Dillard (Black)
Sam Burrow, Jr.
John Hough
Ralph M. Stockton, Jr.
Gordon Tomlinson
H. D. Townsend

1962-1963

Winfield Blackwell
Thomas B. Rice
Clark S. Brown (Black)
Sam J. Burrow
William R. Crawford (Black)
N. L. Dillard (Black)
Gordon Hanes
L. D. Long
Ralph M. Stockton, Jr.
Gordon Tomlinson
J. Paul Wallace

1963-1964

Winfield Blackwell
Clark S. Brown (Black)
N. L. Dillard (Black)
John Hough
William R. Crawford (Black)
L. D. Long
Ralph M. Stockton, Jr.
Sam J. Burrow
J. Paul Wallace
Gordon Tomlinson
Gordon Hanes
Thomas B. Rice

1964-1965

Winfield Blackwell
John Hough
Clark S. Brown (Black)
Sam J. Burrow, Jr.
William R. Crawford (Black)
N. L. Dillard (Black)
Gordon Hanes
Samuel O. Jones (Black)
Thomas B. Rice
Ralph M. Stockton, Jr.
Gordon Tomlinson
J. Paul Wallace

1965-1966

Winfield Blackwell
Thomas B. Rice
Ralph M. Stockton, Jr.
Samuel O. Jones (Black)
Gordon Tomlinson
J. Paul Wallace
Sam J. Burrow, Jr.
William R. Crawford (Black)
Clark S. Brown (Black)
N. L. Dillard (Black)
John Hough
Gordon Hanes

1966-1967

Winfield Blackwell
John Hough
Clark S. Brown (Black)
Sam J. Burrow, Jr.
William R. Crawford (Black)
N. L. Dillard (Black)

Gordon Hanes
Samuel O. Jones (Black)
Thomas B. Rice
Ralph M. Stockton, Jr.
Gordon Tomlinson
J. Paul Wallace

1967-1968

Sammie Chess (Black)
John Hough
Rev. William Crawford (Black)
Clark S. Brown (Black)
N. L. Dillard (Black)
Thomas B. Rice

Dr. Samuel O. Jones (Black)
J. Paul Wallace
Winfield Blackwell
Gordon Tomlinson
Ralph M. Stockton, Jr.
Gordon Hanes

1968-1969

Winfield Blackwell
Clark S. Brown (Black)
N. L. Dillard (Black)
Samuel O. Jones (Black)
Ralph M. Stockton, Jr.
Gordon Hanes

William R. Crawford (Black)
Sammie Chess, Jr. (Black)
J. Paul Wallace
John Hough
Thomas B. Rice
Gordon Tomlinson

1969-1970

Winfield Blackwell
John Hough
Clark S. Brown (Black)
Sammie Chess (Black)
Gordon Hanes
Samuel O. Jones (Black)

Jack O'Kelley (Black)
Thomas B. Rice
C. C. Ross, Sr. (Black)
Ralph M. Stockton, Jr.
Gordon Tomlinson
J. Paul Wallace

1970-1973

Twelve members appointed by the Governor, approved by the General Assembly. The president of the student body was added as an *ex officio* member, effective May 6, 1971.

The membership was as follows:

1970-1971

Winfield Blackwell
Clark S. Brown (Black)
John Hough
Sammie Chess (Black)
Gordon Hanes
Thomas B. Rice
Ralph M. Stockton, Jr.

Gordon Tomlinson
Samuel O. Jones (Black)
J. Paul Wallace
Jack O'Kelley (Black)
C. C. Ross (Black)
Earl Hart, *ex officio* (Black)

1971-1972

C. C. Ross, Sr. (Black)
Roland H. Hayes (Black)
Thomas B. Rice
Ralph M. Stockton, Jr.
M. B. Robinson (Black)
Winfield Blackwell
Jack O'Kelley (Black)

Sammie Chess, Jr. (Black)
J. Paul Wallace
Dr. Samuel O. Jones (Black)
Clark S. Brown (Black)
John Hough
Terry Howard, ex officio (Black)

1972*-1973

David P. Mast
Roland H. Hayes (Black)
Jack O'Kelley (Black)
Gordon Hanes
C. C. Ross, Sr. (Black)
Winfield Blackwell

Gordon Tomlinson
B. Robinson (Black)
Ralph M. Stockton, Jr.
J. Paul Wallace
Thomas B. Rice
Melvin Brown, ex officio (Black)

July 1, 1973-date

Thirteen members; eight selected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body ex officio.

The current membership is as follows:

Rodney E. Austin
Cooper D. Cass
John W. Dowdle, Jr.
Roland H. Hayes (Black)
James E. Mack (Black)
Richard D. Messinger
Jack O'Kelley (Black)

Mrs. Barbara K. Phillips (Black)
Rev. M. B. Robinson (Black)
Charles C. Ross, Sr. (Black)
Miss Laura F. Sawyer (Black)
Ralph Stockton, Jr.
Charles Zollicoffer, ex officio (Black)

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

WESTERN CAROLINA UNIVERSITY

Board of Trustees

1953-1954

Nine members appointed by the Governor, approved by the Senate. All members were of the white race.

1955-1971

Twelve members appointed by the Governor, approved by the Senate (approved by the General Assembly after 1957). The president of the student body was added as an *ex officio* member, effective May 6, 1971. All members were of the white race.

1971-1973*

Thirteen members; twelve appointed by the Governor, approved by the General Assembly, president of the student body *ex officio*. All members were of the white race.

1973-date

Thirteen members; eight elected by the Board of Governors of The University of North Carolina, four appointed by the Governor, president of the student body, *ex officio*.

The membership is as follows:

Jack Abbott
Orville Dillard Coward
Robert Lee Edwards
Hugh Gentry
James H. Glenn
John Gloyne (Indian)
Jack M. Hennessee
Hazen Ledford
Thomas L. Mallonee
Clyde M. Norton
Mrs. W. Boyd Owen
Richard Wynne
Harold Rogers, *ex officio*

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*Effective July 1, 1972, the governing board of the institution became the Board of Governors of The University of North Carolina. That Board delegated many of its powers to the Board of Trustees of the institution.

THE BOARD OF GOVERNORS

General Explanation of Method of Selection of Members

The law provides that the permanent composition of the Board of Governors will be 32 persons elected by the General Assembly for eight-year, overlapping terms, eight persons being chosen every two years. In each class of eight at least one must be a woman, at least one shall be "a member of a minority race" and at least one shall be "a member of the political party to which the largest minority of the members of the General Assembly belong."

The initial membership of the Board of Governors was made up primarily of persons chosen by and from the former boards of trustees of the institutions, to serve for terms expiring at various dates extending to June 30, 1979. As these terms expire, the General Assembly is to elect the members so that by July 1, 1979 all members will have been chosen by the General Assembly.

July 1, 1972 to June 30, 1973

34 members; 16 elected by and from the Board of Trustees of The University of North Carolina, 16 elected by and from the boards of trustees of the other public senior institutions, 2 non-voting members elected by and from the Board of Higher Education. In addition the Governor of the State served, *ex officio*, as a member and as chairman until December, 1972.

The membership was as follows:

Robert W. Scott, *ex officio*
  (until Dec. 31, 1972)
Arch T. Allen
Ike F. Andrews (partial term)
Howard C. Barnhill (Black)
Dr. Andrew A. Best (Black)
W. Earl Britt
Clark S. Brown (Black)
Victor S. Bryant
Hugh Cannon
Julius Chambers (Black)
Lenox G. Cooper
Dr. Hugh S. Daniel
William A. Dees, Jr.
Jacob H. Froelich, Jr.
George Watts Hill
Watts Hill, Jr. (non-voting)
Mrs. Howard Holderness
J. P. Huskins (non-voting)
Dr. Wallace N. Hyde
William A. Johnson
John R. Jordan, Jr.
Robert B. Jordan
Charles H. Larkins, Sr.
Mrs. Albert H. Lathrop
Reginald F. McCoy
J. Aaron Prevost
Mrs. L. Richardson Preyer
Louis T. Randolph (Black)
William B. Rankin
Maceo A. Sloan (Black)
W. W. Taylor, Jr.
Dr. E. B. Turner (Black)
Thomas J. White, Jr.
E. J. Whitmire
Mrs. George D. Wilson
George M. Wood (partial term)

July 1, 1973-date

32 members; 9 elected by the General Assembly, 23 elected by and from the former boards of trustees of the public senior institutions.

The membership is as follows:

W. Earl Britt
Clark S. Brown (Black)
Victor S. Bryant
Hugh Cannon
Philip G. Carson
Julius Chambers (Black)
T. Worth Coltrane
Lenox G. Cooper
Dr. Hugh Daniel, Jr.
William A. Dees, Jr.
Jacob H. Froelich, Jr.
George Watts Hill
Luther H. Hodges, Jr.
Mrs. Howard Holderness
Dr. Wallace Hyde
William A. Johnson
John R. Jordan, Jr.
Robert B. Jordan, III
Mrs. Albert H. Lathrop
Reginald F. McCoy
Mrs. Hugh Morton
J. Aaron Prevost
Louis T. Randolph (Black)
William B. Rankin
Maceo A. Sloan (Black)
W. W. Taylor, Jr.
Dr. E. B. Turner (Black)
David J. Whichard, II
Thomas J. White, Jr.
Mrs. George D. Wilson
John W. Winters (Black)
George M. Wood

STATEWIDE ADVISORY GROUPS ON HIGHER EDUCATION

In this appendix are the principal statewide advisory groups for higher education. Groups organized for short-term projects have not been included.

Under the name of each advisory group is a brief explanation of the function of the group and a statement of the way in which its members are selected. When all members of a group, during any period of the group's history, were of one race, that fact is stated. When a group was racially mixed, the members are listed by name, with Indian and black members indicated. If there is no racial indication following any name, the member is of the white (Caucasian) race.

The groups included are as follows:

The Faculty Assembly of The University of North Carolina
The Advisory Council of Private College Presidents
The State Advisory Council for Title I of the Higher Education Act of 1965
The State Committees on Residency Status
The Executive Advisory Committee for the Allied Health Professions Articulation Project
The Joint Committee on College Transfer Students
The Committees on Nursing Education
The Joint Committee on Allied Health Education
The Joint Committee on Dental Education

THE FACULTY ASSEMBLY

OF

THE UNIVERSITY OF NORTH CAROLINA

With the creation of the sixteen-campus University in July, 1972, the President of the University invited the faculties of the institutions to form a statewide organization to advise him and, through him, the Board of Governors on academic matters and on special concerns of faculty members. This organization, known as the Faculty Assembly, consists of a minimum of two representatives chosen by each institution, plus an additional number as determined by a formula based on the total number of faculty members at the institution.

The membership is as follows:

1972-date

Appalachian State University

Paul Sanders
Max Dowell
Joyce Crouch

East Carolina University

Henry Ferrell
William Grossnickle
James McDaniel
Robert Woodside

Elizabeth City State University

Helen M. Caldwell (Black)
*Rudolph Jones (Black)
**Maurice C. Powers (Black)

Fayetteville State University

Henry M. Eldridge (Black)
Joseph Knuckles (Black)

North Carolina Agricultural and Technical State University

**Nan Manuel (Black)
Gerard E. Gray (Black)
*Katie White (Black)
Ralph L. Wooden (Black)

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*Term ended in 1973
**Term began in 1973

North Carolina Central University

Vernon Clark (Black)
Charles E. King (Black)
E. Lavonia Allison (Black)

North Carolina School of the Arts

William Baskin
Alton Buzbee

North Carolina State University

*A. C. Barefoot
Henry C. Cooke
John F. Ely
**Vincent M. Foote
John M. Riddle
*K. S. Petersen
**James B. Wilson

Pembroke State University

Robert K. Gustafson
John S. Wallingford

The University of North Carolina at Asheville

Arnold Sgan
Phillip Walker

The University of North Carolina at Chapel Hill

**Lucy H. Conant
**Fred W. Ellis
George A. Kennedy
*William F. Little
*John L. Sanders
Joseph C. Sloane
George V. Taylor

The University of North Carolina at Charlotte

*Kenneth Dunkley
Dan L. Morrill
**Robert Mundt
**Karl Gabriel
*Jerry Stone

---

*Term ended in 1973
**Term began in 1973

The University of North Carolina at Greensboro

Robert O. Stephens
Eloise R. Lewis
Walter H. Puterbaugh

The University of North Carolina at Wilmington

Henry G. Crowgey
*Calvin L. Doss
**Barbara A. Greim

Western Carolina University

Marilyn M. Jody
Clifford R. Lovin
Salvatore D. Nerboso

Winston-Salem State University

W. Archie Blount (Black)
Carrie C. Robinson (Black)

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*Term ended in 1973
**Term began in 1973

ADVISORY COMMITTEE OF PRIVATE COLLEGE PRESIDENTS

In 1972, pursuant to action of the General Assembly, the President of the University, with the approval of the Board, appointed an advisory committee of representative presidents of the private colleges and universities in the state. This committee advises the President and through him, the Board of Governors on matters of special concern to the private institutions.

1972-date

The membership is as follows:

President Norman Wiggins
President Robert Davis
President Arthur Winger
President Prezell Robinson (Black)
President Raymond Bost
President Ralph Scales
President Terry Sanford
President Samuel Spencer

STATE ADVISORY COUNCIL FOR
TITLE I OF THE HIGHER EDUCATION ACT OF 1965

Pursuant to the Higher Education Act of 1965, the Board of Higher Education became the state agency concerned with all aspects of community service and continuing education provided for in Title I of the Act. The Director of Higher Education appointed a State Advisory Council, effective in 1966, with the following functions:

—to advise the state agency on policy matters
—to assist the state agency in identification of priority problem areas and in the preparation of the state plan and annual amendments
—to consult with the state agency on policy matters arising in the administration of the state plan
—to recommend proposals to the state agency for funding.

Effective July 1, 1972, the Board of Governors of The University of North Carolina became the state agency for Title I programs, and members of the State Advisory Council are now appointed by the President of the University.

Past members and their terms of office were as follows:

W. C. Harris 1966-72
J. A. Pritchett 1966-72
John S. Stewart (Black) 1966-72
William L. Turner 1966-72
W. Burns Jones 1967-72

Wilbur Clark 1966-67
S. E. Duncan (Black) 1966-67
John Hampton 1967-68
Paul A. Miller 1969

The present membership is as follows:

Paul N. Guthrie
Prezell R. Robinson (Black)
Robert H. Ward

Warren J. Wicker
S. Leigh Wilson
Corrina Sutton

STATE COMMITTEES ON RESIDENCY STATUS

State Committee on Residence

1969-1972

The State Committee on Residence was established in January 1969, pursuant to policy of the Board of Higher Education concerning residency status of students in North Carolina's public institutions of higher education. The Committee functioned to formulate guidelines, review policy and advise on residency cases of unusual complexity, undue hardship or extenuating circumstances which were referred to it by institutional authorities.

The Committee membership consisted of one representative each from the staffs of the Board of Higher Education, the State Department of Administration, the Department of the State Auditor and the State Department of Community Colleges and one representative from each of the public senior campuses. A representative of the State Attorney General's office served in an advisory capacity. Membership totaled 21. The State Residence Committee, appointed pursuant to Board of Governor's policy adopted July 13, 1973, is the successor to the State Committee on Residence.

During the period 1969-1972, the racial composition of the membership was as follows:

15 White
5 Black (representing the predominantly Black institutions)
1 Indian (representing the institution with significant Indian enrollment).

State Residence Committee

1973-date

Pursuant to approval by the Board of Governors of "A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes," on July 13, 1973, a State Residence Committee was constituted. The functions of the Committee are:

—to decide appellate cases appropriately referred to it from an institution;
—to evaluate the administrative practices and substantive rules associated with implementation of State law relating to residential classification for tuition purposes and to make recommendations, respectively, to the Board of Governors of The University of North Carolina and to the State Board of Education concerning any perceived need for changes in applicable law or administrative policies and procedures associated with the responsibility of classifying students by residence for tuition purposes; and
—to serve as a source of general advice to and sharing of information with and among affected institutions of higher education concerning residence questions.

Membership of the Committee consists of one individual appointed by the President of The University of North Carolina from the staff of the General Administration; one individual appointed by the President of the Community College System from the staff of the system; six campus representatives appointed by the President of the University; six campus representatives appointed by the President of the Community College System; and, *ex officio*, a representative appointed by the Attorney General from his staff.

The membership is as follows:

Gordon Blank
Erik Esselstyn
John G. Gay
Joseph H. Nanney
Elbert C. Price
Herman H. Roach, Jr.
Raymond L. Jefferies, Jr.
Richard Arnold

Henry Ferguson
Douglass Hunt
Brooklyn McMillon (Black)
Kenneth Raab
Julian Vainright
Richard H. Robinson, Jr.
Andrew A. Vanore, Jr., _ex officio_

EXECUTIVE ADVISORY COMMITTEE

ALLIED HEALTH PROFESSIONS ARTICULATION PROJECT

The purpose of the Committee is to develop guidelines for articulation between and among the two-year and four-year institutions within the state in the various allied health professions and, once these guidelines have been developed and accepted, to assist the institutions and individuals in interpreting and applying them.

Members of this Committee were appointed in 1972 by the President of The University of North Carolina and the President of the Community College System, pursuant to a contract with the Bureau of Health Manpower and Education of the National Institutes of Health. According to the contract, the members were to be broadly representative of the allied health education field.

1972-date

The membership is as follows:

Bobby L. Anderson
Dr. John F. Bergner
Dr. Gerald W. Bray
Charles Bucher
Dr. John F. Corey
Dr. Dale Lindsay
Dr. William Martin
Dr. Lee Powers
Dr. Gloria Scott (Black)
Dr. Ronald L. Thiele
Dr. Robert Williams
Dr. J. Stephen Wright
Dr. Ralph H. Boatman

THE JOINT COMMITTEE ON COLLEGE TRANSFER STUDENTS

The Joint Committee on College Transfer Students was created in 1965 by the four organizations representative of higher education in North Carolina. The organizations were the North Carolina Association of Colleges and Universities, the North Carolina Association of Junior Colleges, the State Board of Education and the State Board of Higher Education. The last organization was replaced by the Board of Governors on July 1, 1972.

The Joint Committee has functioned to develop guidelines for a commonly acceptable program of general education in the first two years of undergraduate study and for minimum loss of credits and time when a student transfers from one institution to another. The Committee has developed guidelines for such a commonly acceptable program and is asked to address other transfer problems as they arise and to recommend solutions.

The membership totals seventeen; three representatives appointed by the boards of each of the four sponsoring organizations and five _ex officio_ members. _Ex officio_ members include staff members of the sponsoring organizations and the immediate past chairman of the Joint Committee.

From 1965 until 1972 all members were of the white race.

The membership 1972 to date is as follows:

Marion M. Richards
Ben J. Utley
**Newton H. Barnette
Jerry E. Surratt
Vaud Travis
*Bruce Whitaker
**B. Franklin Lowe, Jr.
Gerald M. Bolick
George S. McSwain, Jr.
*W. Thomas Cottingham
**Donald R. Mahorn

John H. Horne
Cecil Patterson (Black)
*Tyree Kiser
**Norma J. Thompson (Indian)

The following are _ex officio_:
John F. Corey
J. P. Freeman
Bobby L. Anderson
Jerry E. Surratt, Immediate Past Chairman
Richard G. Cashwell

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*Term ended in 1973
**Term began in 1973

COMMITTEES ON NURSING EDUCATION

Joint Committee on Nursing Education of the State Board of Education and the Board of Higher Education

1965-1973

Members of this Committee were appointed in 1965 by the Director of Higher Education and the President of the Community College System to advise the two agencies. Since the termination of the Board of Higher Education on July 1, 1972, the Joint Committee had advised the Board of Governors through the President of the University and the Board of Education through the President of the Community College System on all aspects of nursing education.

1965-1973

During this entire period the number of members ranged from ten to fifteen with the committee organized in an informal manner. The final membership was twelve.

The minority race members were as follows:

1965-67

Naomi Wynn (Black)
Dr. Martin L. Brooks (Indian)

1967-69

Dr. Martin L. Brooks (Indian)

1969-73

Dr. Cecil Patterson (Black)
Dr. Isaac H. Miller, Jr. (Black)

Joint Advisory Committee on Nursing Education

1974-date

The members of the Joint Committee were appointed, (after consultation with various professional groups,) in January 1974, by the President of The University of North Carolina and the President of the Community College System.

The Committee's function is to advise the Board of Governors through the President of the University and the Board of Education through the President of the Community College System on all aspects of nursing education.

The membership is as follows:

Mr. Joseph Barnes
Ms. Barbara Galton
Dr. Isa Grant
Ms. Willa Hatcher (Black)
Dr. Gerald B. James
Dr. Marinell Jernigan
Ms. Georgia Jones
Dr. Eloise R. Lewis
Ms. Juanita Long (Black)
Dr. J.P. Tyndall
Ms. Anne P. White
Dr. Ruby Wilson

JOINT COMMITTEE ON ALLIED HEALTH EDUCATION

Members of this Committee were appointed in the fall of 1970 by the Director of Higher Education and the President of the Community College System to advise the two agencies. Since the termination of the Board of Higher Education on July 1, 1972, the Joint Committee has advised the Board of Governors through the President of the University and the Board of Education through the President of the Community College System on all aspects of allied health education.

1970-date

The membership is as follows:

Dr. Ralph Boatman
Dr. Lawrence K. Boggs
Dr. Hubert Eaton (Black)
Dr. Donald Harbert
Mrs. Alice C. Kennedy
Mr. John Ketner
Dr. Dale Lindsay
Dr. Edwin W. Monroe
Dr. Ernest Parry
Dr. E. Charles Powell
Dr. Lee Powers
Mr. Harry Ramsey
Mrs. Mildred S. Strickland

JOINT COMMITTEE ON DENTAL EDUCATION

Members of this Committee were appointed in December, 1969, by the Director of Higher Education and the President of the Community College System to advise the two agencies. Since the termination of the Board of Higher Education on July 1, 1972, the Joint Committee has advised the Board of Governors through the President of the University and the Board of Education through the President of the Community College System on all aspects of dental education, including auxiliary areas.

1969-date

The membership is as follows:

Dr. James W. Bawden
Miss Sarah Bizzell
Dr. Joseph E. Campbell
(Black)
Dr. Richard Hagemeyer
Dr. William L. Hand, Jr.
Mrs. Edna R. Hensey
Dr. Edwin Monroe
Mr. John A. Pritchett
Sen. Marshall A. Rauch
Mrs. Don Shriver
Dr. Robert H. Watson
Mr. Albert Wray

Appendix UNC-33

PRINCIPAL STATE AGENCIES WITH RESPONSIBILITIES IN HIGHER EDUCATION

This appendix includes the official state agencies, other than the governing bodies, that have had, during the past twenty years, significant functions regarding higher education.

Under the name of each agency is a brief explanation of the function of the group and a statement of the way in which its members are selected. When all members of an agency board, during any period of its history, were of one race, that fact is stated. When a board was racially mixed, the members are listed by name, with Indian and black members indicated. If there is no racial indication following any name, the member is of the white (Caucasian) race.

The agencies are as follows:

The Board of Higher Education
The State Education Assistance Authority
The North Carolina State Commission on Higher Education Facilities
The Advisory Budget Commission

BOARD OF HIGHER EDUCATION

The Board of Higher Education was created in 1955 "to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education." Until 1963 its responsibilities extended to the community colleges, as well as to all the public senior institutions. While its legal authority varied from one biennium to another, in general it had responsibility for approving new program requests, though it was not always successful in enforcing its decisions concerning programs. It had no authority for the selection or assignment of institutional personnel, and it played essentially an advisory role in budgeting. At no point in its history was it in any sense a governing board. The existence of the Board of Higher Education was terminated as of July 1, 1972, when its responsibilities and powers were merged into those of the Board of Governors of The University of North Carolina.

1955-1964

Nine members appointed by the Governor.

The membership was as follows:

1955-57

Mrs. T.R. Easterling
Reginald L. Harris (partial term)
W. Dallas Herring (partial term)
W.J. Kennedy, Jr. (Black)
Robert Lassiter, Jr.
Santford Martin (partial term)
L.P. McLendon
D. Hiden Ramsey
Charles H. Reynolds
E.L. White (partial term)
William F. Womble

1957-59

N. Elton Aydlett (partial term)
Dr. Oliver C. Carmichael (partial term)
Mrs. T.R. Easterling
W. Dallas Herring
W.J. Kennedy, Jr. (Black)
Robert Lassiter, Jr.
L.P. McLendon
D. Hiden Ramsey
Charles H. Reynolds
E.L. White (partial term)
William F. Womble (partial term)

1959-61

N. Elton Aydlett
Dr. Oliver C. Carmichael
Mrs. T.R. Easterling
W. Dallas Herring
John P. Kennedy, Jr. (partial term)
W.J. Kennedy, Jr. (Black)
Robert Lassiter, Jr. (partial term)
L.P. McLendon
D. Hiden Ramsey (partial term)
Charles H. Reynolds
William F. Womble (partial term)

1961-63

N. Elton Aydlett
Dr. Oliver C. Carmichael
Mrs. T.R. Easterling (partial term)
W. Dallas Herring
Mrs. Harry P. Horton (partial term)
John P. Kennedy, Jr.

W.J. Kennedy, Jr. (Black)
L.P. McLendon
Charles M. Reeves, Jr. (partial term)
Mrs. Harry B. Stein (partial term
William F. Womble

1963-65

N. Elton Aydlett
Dr. Oliver C. Carmichael (partial term)
William A. Dees, Jr.
Gordon H. Greenwood (partial term)
Joseph W. Grier, Jr.
Allen H. Gwyn, Jr. (partial term)

W. Dallas Herring (partial term)
Mrs. Harry P. Horton
John R. Jordan, Jr. (partial term
John P. Kennedy, Jr.(partial term
W.J. Kennedy, Jr. (Black)
Mrs. Harry B. Stein

1965-1969

Fifteen members; nine appointed by the Governor, four selected by the Boards of Trustees of the State-supported senior colleges and two selected by the Board of Trustees of The University of North Carolina.

The membership was as follows:

1965-67

Dr. Martin L. Brooks (Indian)
S.E. Duncan (Black)
W.C. Harris, Jr.
Mrs. Harry P. Horton
John S. Stewart (Black)
Lindsay C. Warren, Jr.
James L. Whitfield
E.J. Whitmire

Mrs. George D. Wilson
Gordon H. Greenwood
Dr. Hubert M. Poteat, Jr.
John A. Pritchett
Watts Hill, Jr.
J.P. Huskins
J. Paul Lucas

1967-69

S.E. Duncan (Black; partial term)
Gordon H. Greenwood
W.C. Harris, Jr.
Addison Hewlett, Jr.
Watts Hill, Jr.
Mrs. Harry P. Horton
J.P. Huskins
J. Paul Lucas

Isaac H. Miller, Jr. (Black; partial term)
Dr. Hubert M. Poteat, Jr.
John A. Pritchett
William B. Rankin
Emil Rosenthal
Lindsay C. Warren, Jr.
Clarence C. Watkins (Black)
Mrs. George D. Wilson

1969-72

Twenty-two members; nine appointed by the Governor, four selected by the Boards of Trustees of the State-supported senior colleges, two selected by the Board of Trustees of The University of North Carolina, and seven *ex officio* (the Governor and the chairmen of the Senate and House Committees on Appropriations, Finance and Higher Education).

The membership was as follows:

1969-71

Governor Robert W. Scott, *ex officio*
J. Paul Lucas
Mrs. Harry P. Horton
H. Clifton Blue
Sammie Chess (Black)
W.C. Harris, Jr.
Addison Hewlett, Jr.
Watts Hill, Jr.
J.P. Huskins
R.F. McCoy (partial term)
Isaac H. Miller, Jr. (Black)
John A. Pritchett
Maceo A. Sloan (Black)
John L. Stickley
David J. Whichard, II (partial term)
E.J. Whitmire
Mrs. George D. Wilson
J. Russell Kirby, *ex officio*

The following *ex officio* members served for a portion of the two-year period:
Lindsay C. Warren, Jr.
Thorne Gregory
Samuel H. Johnson
Clarence E. Leatherman
Ralph H. Scott
John T. Henley
John J. Burney
Kenneth C. Royall, Jr.
Perry Martin
Dwight Quinn

1971-72

Governor Robert W. Scott, *ex officio*
J. Paul Lucas
Mrs. Harry P. Horton
H. Clifton Blue
Sammie Chess (Black)
W. Lunsford Crew
Addison Hewlett, Jr.
Watts Hill, Jr.
J.P. Huskins
William A. Johnson
Reginald F. McCoy
Isaac H. Miller, Jr. (Black)
John A. Pritchett
Maceo A. Sloan (Black)
John L. Stickley
E.J. Whitmire
John J. Burney, *ex officio*
John T. Henley, *ex officio*
J. Russell Kirby, *ex officio*
Dwight Quinn, *ex officio*
Horton Rountree, *ex officio*
Kenneth C. Royall, Jr., *ex officio*

STATE EDUCATION ASSISTANCE AUTHORITY

The State Education Assistance Authority, created by the General Assembly in 1965, provides a system of financial assistance consisting of grants, loans, work-study or other forms of employment, and other aid, in order to help qualified residents of the State obtain an education beyond the high school. The Authority is authorized to issue tax-exempt revenue bonds and to receive gifts, grants or donations for the purpose of maintaining the student loan and grant programs.

The Board of Governors of The University of North Carolina provides the secretariat for the Authority, and the Authority works very closely with the Board. The Executive Director of the Authority is elected by the Directors of the Authority on nomination of the President of the University.

1966-date

Seven members appointed by the Governor.

The membership is as follows:

Victor E. Bell, Jr.	1966 to date	
J. Russell Kirby	1966 to date	
Roger Gant, Jr.	1966 to date	
Mrs. Carrie Harper	1966 to date	(Black)
W.H. Plemmons	1969 to date	
Edwin Baker	1972 to date	
Burkette Raper	1971 to date	

Former members

Watts Hill, Jr.	1966 to 1969
Arthur Wenger	1966 to 1971
H. Edmunds White	1966 to 1972

NORTH CAROLINA STATE COMMISSION ON HIGHER EDUCATION FACILITIES

The Commission on Higher Education Facilities was created by Executive Order of the Governor in January, 1964. Functions of the Commission are:

1. To develop state plans for the allocation of federal funds for construction of academic facilities under Title VII of the Higher Education Act of 1965 and for undergraduate instructional equipment under Title VI of the same Act.

2. To make recommendations to the United States Office of Education in accordance with the priorities in the two state plans mentioned above.

3. To maintain an inventory of all academic facilities in the state and compute a variety of facilities utilization indices on an annual basis.

4. To conduct such facilities-related planning as is provided for in policy documents of the United States Office of Education.

1964-date

Nine members appointed by the Governor.

The membership of the Commission, with one exception, has remained unchanged since its initial appointment by the Governor on January 21, 1964. The membership is as follows:

Sneed High
William A. Dees, Jr.
Joseph W. Grier, Jr.
R. Barton Hayes
Halbert Jones
A.E. Spears (Black)
Harold L. Trigg (Black)
Mrs. Earl W. Brian
Allen H. Gwyn, Jr., served to September 22, 1964.
John R. Jordan, Jr., served September 24, 1964, to present.

General Advisory Committee

In 1964 Governor Terry Sanford appointed a General Advisory Committee to the Commission on Higher Education Facilities. This committee consisted initially of six public college presidents and six private college presidents. The purpose of the Committee is to advise and assist the Commission in the development and amendment of state plans and in the review of realtive priorities of institutional applications.

As indicated in the list below, only four of the initial twelve presidents appointed still serve on the advisory committee. The Commission has not asked succeeding governors to make new appointments as vacancies occurred. The remaining members are invited to meet with the Commission when state plan amendments and project priorities are being considered.

The initial appointments to the General Advisory Committee were as follows:

William C. Friday - to date
Douglas M. Knight - to July 1, 1969
C. Robert Benson - to February 11, 1967
Carlyle Campbell - to July 31, 1966
J.E. Danieley - to July 31, 1973
Samuel P. Massie (Black) - to February 1, 1966
R.P. Perry (Black) - to December 31, 1968
J. Lem Stokes, II - to December 1, 1968
Bruce E. Whitaker - to date
Kenneth R. Williams (Black)-to date
W.H. Plemmons* - to date

*President Emeritus, but still serves.

Facilities Advisory Committee

The establishment of the Facilities Advisory Committee was authorized by the Commission on May 12, 1967, and appointments were made by Chairman Sneed High on January 18, 1968. The purpose of the committee was to provide technical assistance and advice in the development of North Carolina's participation in the academic facilities inventory and utilization study, which got underway on a national basis in fiscal year 1968.

Members who have served on the Technical Advisory Committee, with race and dates of service indicated, are:

Silas Vaughn - January 18, 1968, to date
W. Archie Blount (Black) - January 18, 1968, to date
F.H. Eason - January 18, 1968, to June 30, 1973
Edgar Hooks - January 18, 1968, to March 26, 1968
John Davis - March 26, 1968, to date
Gerald B. James - January 18, 1968, to date

Joseph Jones, Jr. (Black) - January 18, 1968, to July 31, 1972
Arnold K. King - January 18, 1968, to May 9, 1968
L. Felix Joyner - May 10, 1968, to date
Robert W. LeMay - January 18, 1968, to date
Walter J. Matherly - January 18, 1968, to January 20, 1969
James A. Ward - January 21, 1969, to date
Larry G. Owen - January 18, 1968, to April 1, 1970
W. Burkette Raper - January 18, 1968, to February 3, 1969
Ned R. Trivette - January 18, 1968, to date

The Facilities Advisory Committee was quite active during the period when facilities inventory and utilization study procedures were being developed. These programs are now ongoing and require little advisory committee attention.

ADVISORY BUDGET COMMISSION

The Advisory Budget Commission is the statutory body that, with the Governor, prepares a statewide budget for the consideration of the General Assembly. The Commission also has certain continuing functions relating to the budget, including the authority to authorize, under prescribed conditions, the transfer of certain funds from one item to another in the budget of The University of North Carolina.

1953-1972

Six members; two appointed by the Governor, the Chairmen of the House and Senate Appropriations and Finance Committees *ex officio*.

All members were of the white race.

1973-date

Twelve members; determined as follows:

four appointed by the Governor
two appointed by the Speaker of the House
two appointed by the President of the Senate (Lt. Governor)
four *ex officio* (the Chairmen of the House and Senate Appropriations and Finance Committees).

All members are of the white race.

Appendix UNC-34

SCHOLARSHIPS, GRANTS, AND AWARDS FOR UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1972-73

				NON-ATHLETIC								
	ATHLETIC			Educational Opportunity Grants			Other Non-Athletic			TOTAL		
		Amount Received			Amount Received			Amount Received			Amount Received	
INSTITUTION	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient
PUBLIC INSTITUTIONS												
UNIV. OF N. C.												
Appalachian	190	$ 153,177	$806	191	$ 100,080	$524	781	$ 142,209	$182	1,162	$ 395,466	$340
East Carolina	174	204,932	1,178	207	103,716	501	1,080	215,171	199	1,461	523,819	359
Elizabeth City	45	36,400	809	588	237,552	404	45	19,051	423	678	293,003	432
Fayetteville	47	22,123	471	617	200,840	326	290	60,742	209	954	283,705	297
N.C. A and T	99	89,237	901	791	464,779	588	207	365,339	1,765	1,097	919,355	838
N.C. Central	104	64,276	618	675	334,406	495	270	111,431	413	1,049	510,113	486
N.C. School of the Arts	-	-	-	18	12,114	673	144	123,026	854	162	135,140	834
N.C. State University	208	355,329	1,708	305	151,808	498	963	453,022	470	1,476	960,159	651
Pembroke	46	14,970	325	95	33,225	350	147	16,845	115	288	65,040	226
UNC-Asheville	17	31,810	1,871	57	34,394	603	45	47,354	1,052	119	113,558	954
UNC-Chapel Hill	226	416,604	1,843	502	343,151	684	1,572	685,442	436	2,300	1,445,197	628
UNC-Charlotte	17	22,110	1,301	115	49,070	427	596	188,038	316	728	259,218	356
UNC-Greensboro	-	-	-	158	91,382	578	912	355,981	390	1,070	447,363	418
UNC-Wilmington	43	14,788	344	33	10,105	306	229	53,438	233	305	78,331	257
Western Carolina	143	95,055	665	147	46,410	316	1,210	377,315	312	1,500	518,780	346
Winston-Salem	82	42,540	519	459	129,727	283	395	281,299	712	936	453,566	485
UNC Total	1,441	1,563,351	1,085	4,958	2,342,759	473	8,886	3,495,703	393	15,285	7,401,813	484
COMMUNITY COLLEGES												
Caldwell	-	-	-	13	3,900	300	30	3,150	105	43	7,050	164
Central Piedmont	-	-	-	17	5,520	325	90	13,867	154	107	19,367	181
Coastal Carolina	-	-	-	11	4,664	424	3	273	91	14	4,937	353
Col. of The Albemarle	-	-	-	107	25,666	240	99	20,076	203	206	45,742	222
Craven	-	-	-	14	2,925	209	8	701	88	22	3,626	165
Davidson County	-	-	-	10	2,001	200	55	10,412	189	65	12,413	191
Gaston	-	-	-	15	2,936	196	70	16,041	229	85	18,977	223
Isothermal	-	-	-	30	9,333	311	58	33,838	583	88	43,171	491
Lenoir	-	-	-	9	1,732	192	40	3,823	96	49	5,555	113
Mitchell	-	-	-	45	17,150	381	20	8,689	434	65	25,839	398
Rockingham	-	-	-	31	12,468	402	33	4,965	150	64	17,433	272
Sandhills	20	4,854	243	34	10,090	297	10	3,910	391	64	18,854	295
Southeastern	2	295	148	138	32,750	237	30	11,565	386	170	44,610	262
Surry	5	810	162	20	6,018	301	21	2,554	122	46	9,382	204

SCHOLARSHIPS, GRANTS, AND AWARDS FOR UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1972-73

				NON-ATHLETIC								
	ATHLETIC			Educational Opportunity Grants			Other Non-Athletic			TOTAL		
		Amount Received			Amount Received			Amount Received			Amount Received	
INSTITUTION	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient
COMMUNITY COLLEGES (Cont.)												
Wayne	-	-	-	19	$ 7,386	$389	30	$ 11,420	$381	49	$ 18,806	$384
Western Piedmont	-	-	-	10	2,111	211	77	26,173	340	87	28,284	325
Wilkes	12	$ 5,772	$481	-	-	-	30	6,000	200	42	11,772	280
Comm. Col. Total	39	11,731	301	523	146,650	280	704	177,437	252	1,266	335,818	265
PUBLIC TOTAL	1,480	1,575,082	1,064	5,481	2,489,409	454	9,590	3,673,140	383	16,551	7,737,631	468
PRIVATE INSTITUTIONS												
SR. COL. & UNIV.												
Atlantic Christian	37	22,129	598	62	26,965	435	188	75,327	401	287	124,421	434
Barber-Scotia	15	17,750	1,183	133	88,926	669	79	41,030	519	227	147,706	651
Belmont Abbey	12	27,898	2,325	31	16,622	536	136	63,086	464	179	107,606	601
Bennett	-	-	-	145	71,600	494	160	221,465	1,384	305	293,065	961
Campbell	74	41,780	565	274	108,250	395	395	118,634	300	743	268,664	362
Catawba	60	75,421	1,257	25	13,717	549	147	72,320	492	232	161,458	696
Davidson	106	212,267	2,003	35	28,300	809	342	250,038	731	483	490,605	1,016
Duke	104	468,000	4,500	75	71,840	959	1,354	1,831,265	1,352	1,533	2,371,105	1,547
Elon	87	79,253	911	82	26,563	324	276	64,534	234	445	170,350	383
Gardner-Webb	153	92,665	606	83	47,625	574	396	97,253	246	632	237,543	376
Greensboro	-	-	-	27	17,700	656	242	86,890	359	269	104,590	389
Guilford	59	83,583	1,417	28	16,860	602	210	156,273	744	297	256,716	864
High Point	38	35,608	937	32	12,620	394	133	58,090	437	203	106,318	524
Johnson C. Smith	98	95,940	979	405	211,653	523	248	166,443	671	751	474,036	631
Lenoir Rhyne	63	64,706	1,027	26	13,410	516	460	171,018	372	549	249,134	454
Livingstone	83	92,322	1,112	369	186,610	506	121	92,447	764	573	371,379	648
Mars Hill	65	67,959	1,046	84	50,000	595	502	155,900	311	651	273,859	421
Meredith	-	-	-	34	30,480	896	229	127,225	556	263	157,705	600
Methodist	-	-	-	22	15,750	716	14	22,520	1,609	36	38,270	1,063
N.C. Wesleyan	-	-	-	56	36,300	648	119	53,000	445	175	89,300	510
Pfeiffer	30	28,848	962	31	23,995	774	306	156,632	512	367	209,475	571
Queens	-	-	-	12	9,400	783	96	91,686	955	108	101,086	936
Sacred Heart	-	-	-	20	18,490	924	25	11,938	478	45	30,428	676
St. Andrews	-	-	-	53	41,878	790	243	202,387	833	296	244,265	825
St. Augustine's	52	35,000	673	626	417,180	666	108	115,000	1,065	786	567,180	722
Salem	-	-	-	-	-	-	114	94,736	831	114	94,736	831

SCHOLARSHIPS, GRANTS, AND AWARDS FOR UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1972-73

	ATHLETIC			NON-ATHLETIC						TOTAL		
				Educational Opportunity Grants			Other Non-Athletic					
		Amount Received			Amount Received			Amount Received			Amount Received	
INSTITUTION	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient
SR. COL. & UNIV. (Cont.)												
Shaw	-	-	-	339	$ 287,025	$847	176	$ 223,378	$1,269	515	$ 510,403	$991
Wake Forest	184	$ 275,525	$1,497	75	53,505	713	1,009	646,541	641	1,268	975,571	769
Warren Wilson	-	-	-	73	31,945	438	249	154,295	620	322	186,240	578
Sr. Col. & Univ. Total	1,320	1,816,654	1,376	3,257	1,975,209	606	8,077	5,621,351	696	12,654	9,413,214	744
THEOLOGICAL SEMINARY												
Southeastern Baptist Theological Seminary	DATA NOT AVAILABLE											
BIBLE COLLEGES												
John Wesley	-	-	-	-	-	-	-	-	-	-	-	-
Piedmont	-	-	-	-	-	-	-	-	-	-	-	-
Bible Col. Total	-	-	-	-	-	-	-	-	-	-	-	-
JUNIOR COLLEGES												
Brevard	22	22,081	1,004	8	5,487	686	80	40,214	503	110	67,782	616
Chowan	74	26,000	351	54	14,972	277	270	91,755	340	398	132,727	333
Kittrell*	DATA NOT AVAILABLE											
Lees-McRae	54	39,697	735	51	22,563	442	157	60,363	384	262	122,623	468
Louisburg	23	16,108	700	38	24,700	650	115	72,323	629	176	113,131	643
Montreat-Anderson	8	5,400	675	45	9,050	201	22	36,882	1,676	75	51,332	684
Mount Olive	10	10,800	1,080	20	7,900	395	91	40,508	445	121	59,208	489
Peace	-	-	-	13	2,031	156	59	26,390	447	72	28,421	395
St. Mary's	-	-	-	-	-	-	26	13,025	501	26	13,025	501
Wingate	18	19,179	1,066	26	11,400	438	138	72,997	529	182	103,576	569
Junior Col. Total	209	139,265	666	255	98,103	385	958	454,457	474	1,422	691,825	487
PRIVATE TOTAL	1,529	1,955,919	1,279	3,512	2,073,312	590	9,035	6,075,808	672	14,076	10,105,039	718
GRAND TOTAL	3,009	3,531,001	1,173	8,993	4,562,721	507	18,625	9,748,948	523	30,627	17,842,670	583

* All financial aid records were destroyed by fire in March, 1973.

Appendix UNC-35

LOANS GRANTED TO UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1972-73

	NATIONAL DEFENSE STUDENT LOANS			GUARANTEED LOAN PROGRAM			OTHER LOANS GRANTED			TOTAL LOANS GRANTED		
		Amount Received			Amount Received			Amount Received			Amount Received	
INSTITUTION	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient
PUBLIC INSTITUTIONS												
UNIVERSITY OF N.C.												
Appalachian	655	$ 384,235	$587	198	$ 168,209	$850	136	$19,507	$143	989	$ 571,951	$578
East Carolina	986	485,975	493	228	214,321	940	16	24,775	1,548	1,230	725,071	589
Elizabeth City	507	192,232	379	130	92,771	714	-	-	-	637	285,003	447
Fayetteville	698	224,176	321	70	45,721	653	-	-	-	768	269,897	351
N.C. A and T	1,248	842,769	675	267	269,775	1,010	451	390,402	866	1,966	1,502,946	764
N.C. Central	1,236	613,293	496	174	160,998	925	257	271,098	1,055	1,667	1,045,389	627
N.C. School of the Arts	88	77,125	876	10	9,370	937	3	2,400	800	101	88,895	880
N.C. State University	963	485,950	505	269	194,869	724	9	2,350	261	1,241	683,169	550
Pembroke	222	70,810	319	80	65,974	825	22	5,222	237	324	142,006	438
UNC-Asheville	212	145,205	685	8	8,050	1,006	30	3,823	127	250	157,078	628
UNC-Chapel Hill	1,626	908,490	559	203	200,900	990	356	150,527	423	2,185	1,259,917	577
UNC-Charlotte	187	74,700	399	146	117,372	804	113	7,175	63	446	199,247	447
UNC-Greensboro	512	222,063	434	162	127,500	787	63	20,600	327	737	370,163	502
UNC-Wilmington	51	16,550	325	136	108,542	798	-	-	-	187	125,092	669
Western Carolina	563	299,483	532	149	100,312	673	111	37,592	339	823	437,387	531
Winston-Salem	738	279,786	379	95	97,580	1,027	51	16,731	328	884	394,097	446
UNC Total	10,492	5,322,842	507	2,325	1,982,264	853	1,618	952,202	589	14,435	8,257,308	572
COMMUNITY COLLEGES												
Caldwell	11	4,360	396	-	-	-	-	-	-	11	4,360	396
Central Piedmont	39	10,968	281	5	2,450	490	4	2,203	551	48	15,621	325
Coastal Carolina	31	10,974	354	1	334	334	4	207	52	36	11,515	320
Col. of The Albemarle	97	31,179	321	-	-	-	18	9,256	514	115	40,435	352
Craven	17	4,505	265	6	4,300	717	-	-	-	23	8,805	383
Davidson County	-	-	-	3	2,600	867	-	-	-	3	2,600	867
Gaston	3	1,150	383	3	1,800	600	28	3,479	124	34	6,429	189
Isothermal	33	9,238	280	-	-	-	-	-	-	33	9,238	280
Lenoir	32	6,389	200	7	5,395	771	6	340	57	45	12,124	269
Mitchell	69	37,665	546	-	-	-	-	-	-	69	37,665	546
Rockingham	10	3,817	382	1	200	200	74	4,164	56	85	8,181	96
Sandhills	33	12,270	372	10	8,500	850	-	-	-	43	20,770	483
Southeastern	131	31,900	244	1	334	334	56	16,025	286	188	48,259	257
Surry	-	-	-	1	1,050	1,050	-	-	-	1	1,050	1,050

LOANS GRANTED TO UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1972-73

INSTITUTION	NATIONAL DEFENSE STUDENT LOANS			GUARANTEED LOAN PROGRAM			OTHER LOANS GRANTED			TOTAL LOANS GRANTED		
	Number of Recipients	Amount Received		Number of Recipients	Amount Received		Number of Recipients	Amount Received		Number of Recipients	Amount Received	
		Total	Average per Recipient		Total	Average per Recipient		Total	Average per Recipient		Total	Average per Recipient
COMMUNITY COLLEGES (Cont.)												
Wayne	35	$ 19,350	$553	37	$ 33,200	$897	-	-	-	72	$ 52,550	$730
Western Piedmont	10	2,930	293	3	3,300	1,100	-	-	-	13	6,230	479
Wilkes	-	-	-	-	-	-	-	-	-	-	-	-
Comm. Col. Total	551	186,695	339	78	63,463	814	190	35,674	188	819	285,832	349
PUBLIC TOTAL	11,043	5,509,537	499	2,403	2,045,727	851	1,808	987,876	546	15,254	8,543,140	560
PRIVATE INSTITUTIONS												
SR. COL. & UNIV.												
Atlantic Christian	194	99,625	514	144	122,317	849	156	59,633	382	494	281,575	570
Barber-Scotia	235	176,275	750	8	7,350	919	-	-	-	243	183,625	756
Belmont Abbey	52	31,200	600	13	12,900	992	-	-	-	65	44,100	678
Bennett	145	68,250	471	33	36,018	1,091	-	-	-	178	104,268	586
Campbell	476	315,136	662	63	65,790	1,044	224	175,000	781	763	555,926	729
Catawba	78	42,200	541	31	32,450	1,047	27	8,406	311	136	83,056	611
Davidson	134	92,955	694	29	26,150	902	78	82,139	1,053	241	201,244	835
Duke	935	552,582	591	43	52,909	1,230	268	274,208	1,023	1,246	879,699	706
Elon	183	113,050	618	34	29,890	879	-	-	-	217	142,940	659
Gardner-Webb	306	88,749	290	22	22,475	1,022	52	87,705	1,687	380	198,929	523
Greensboro	133	67,550	508	16	13,350	834	21	7,100	338	170	88,000	518
Guilford	173	83,061	480	62	62,791	1,013	-	-	-	235	145,852	621
High Point	95	76,050	801	46	55,600	1,209	11	8,650	786	152	140,300	923
Johnson C. Smith	263	140,823	535	87	83,875	964	-	-	-	350	224,698	642
Lenoir Rhyne	150	83,760	558	50	46,350	927	22	11,675	531	222	141,785	639
Livingstone	456	218,875	480	25	23,600	944	-	-	-	481	242,475	504
Mars Hill	400	148,000	370	56	54,250	969	79	113,000	1,430	535	315,250	589
Meredith	168	99,400	592	59	51,850	879	21	18,400	876	248	169,650	684
Methodist	127	125,470	988	20	17,800	890	329	247,544	752	476	390,814	821
N.C. Wesleyan	143	103,980	727	32	36,500	1,141	15	7,295	486	190	147,775	778
Pfeiffer	209	153,199	733	22	20,925	951	53	27,583	520	284	201,707	710
Queens	49	31,270	638	2	2,700	1,350	-	-	-	51	33,970	666
Sacred Heart	48	38,335	799	16	17,370	1,086	-	-	-	64	55,705	870
St. Andrews	108	62,982	583	17	18,070	1,063	20	6,596	330	145	87,648	604
St. Augustine's	932	731,827	785	75	75,000	1,000	-	-	-	1,007	806,827	801
Salem	61	37,550	616	1	1,000	1,000	12	19,900	1,658	74	58,450	790

LOAN GRANTED TO UNDERGRADUATE STUDENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1972-73

INSTITUTION	NATIONAL DEFENSE STUDENT LOANS			GUARANTEED LOAN PROGRAM			OTHER LOANS GRANTED			TOTAL LOANS GRANTED		
		Amount Received			Amount Received			Amount Received			Amount Received	
	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient	Number of Recipients	Total	Average per Recipient
SR. COL. & UNIV. (Cont.)												
Shaw	496	$ 421,600	$850	20	$ 24,000	$1,200	-	-	-	516	$ 445,600	$864
Wake Forest	302	163,315	541	97	94,225	971	-	-	-	399	257,540	645
Warren Wilson	29	16,140	557	-	-	-	61	$29,913	$490	90	46,053	512
Sr. Col. & Univ. Total	7,080	4,383,209	619	1,123	1,107,505	986	1,449	1,184,747	818	9,652	6,675,461	692
THEOLOGICAL SEMINARY												
Southeastern Baptist Theological Seminary	DATA NOT AVAILABLE											
BIBLE COLLEGES												
John Wesley	-	-	-	-	-	-	-	-	-	-	-	-
Piedmont	-	-	-	-	-	-	-	-	-	-	-	-
Bible Col. Total	-	-	-	-	-	-	-	-	-	-	-	-
JUNIOR COLLEGES												
Brevard	42	25,092	597	6	4,300	717	1	328	328	49	29,720	607
Chowan	250	195,883	784	20	19,850	992	5	5,841	1,168	275	221,574	806
Kittrell*	DATA NOT AVAILABLE											
Lees-McRae	12	3,250	271	13	12,451	958	15	15,000	1,000	40	30,701	768
Louisburg	118	57,555	488	20	18,110	906	-	-	-	138	75,665	548
Montreat-Anderson	40	30,709	768	17	17,550	1,032	-	-	-	57	48,259	847
Mount Olive	56	40,934	731	64	64,451	1,007	-	-	-	120	105,385	878
Peace	-	-	-	36	35,175	977	-	-	-	36	35,175	977
St. Mary's	-	-	-	3	3,000	1,000	-	-	-	3	3,000	1,000
Wingate	63	36,000	571	47	45,500	968	-	-	-	110	81,500	741
Junior Col. Total	581	389,423	670	226	220,387	975	21	21,169	1,008	828	630,979	762
PRIVATE TOTAL	7,661	4,772,632	623	1,349	1,327,892	984	1,470	1,205,916	820	10,480	7,306,440	697
GRAND TOTAL	18,704	10,282,169	550	3,752	3,373,619	899	3,278	2,193,792	669	25,734	15,849,580	616

* All financial aid records destroyed by fire in March, 1973.

Appendix UNC-36

FINANCIAL AID FOR FIRST PROFESSIONAL STUDENTS IN NORTH CAROLINA UNIVERSTIES, 1972-73

TYPE OF AID	PUBLIC INSTITUTIONS			PRIVATE INSTITUTIONS			GRAND TOTAL
	NCCU	UNC-CH	Total	Duke	Wake Forest	Total	
SCHOLARSHIPS							
Health Professions							
Education Assistance Act							
Number of Recipients	86	220	306	31	63	94	400
Total Amount Received	$62,106	$199,159	$261,265	$57,184	$49,890	$107,074	$368,339
Average per Recipient	$722	$905	$854	$1,845	$792	$1,139	$921
Other Scholarships							
Number of Recipients	-	75	75	255	447	702	777
Total Amount Received	-	$105,049	$105,049	$394,549	$403,820	$798,369	$903,418
Average per Recipient	-	$1,401	$1,401	$1,547	$903	$1,137	$1,163
Total Scholarships							
Number of Recipients	86	295	381	286	510	796	1,177
Total Amount Received	$62,106	$304,208	$366,314	$451,733	$453,710	$905,443	$1,271,757
Average per Recipient	$722	$1,031	$961	$1,579	$890	$1,137	$1,081
LOANS GRANTED							
Health Professions							
Education Assistance Act							
Number of Recipients	-	366	366	119	136	255	621
Total Amount Received	-	$364,487	$364,487	$133,603	$175,800	$309,403	$673,890
Average per Recipient	-	$996	$996	$1,123	$1,293	$1,213	$1,085
Other Loans Granted							
Number of Recipients	25	254	279	177	17	194	473
Total Amount Received	$19,950	$261,595	$281,545	$194,310	$20,200	$214,510	$496,055
Average per Recipient	$798	$1,030	$1,009	$1,098	$1,188	$1,106	$1,049
Total Loans Granted							
Number of Recipients	25	620	645	296	153	449	1,094
Total Amount Received	$19,950	$626,082	$646,032	$327,913	$196,000	$523,913	$1,169,945
Average per Recipient	$798	$1,010	$1,002	$1,108	$1,281	$1,167	$1,069
EMPLOYMENT							
Number of Recipients	-	685	685	-	40	40	725
Total Amount Received	-	$709,626	$709,626	-	$11,710	$11,710	$721,336
Average per Recipient	-	$1,036	$1,036	-	$293	$293	$995

Appendix UNC-37

RACIAL/ETHNIC DISTRIBUTION OF FEDERAL STUDENT FINANCIAL AID IN THE UNIVERSITY OF NORTH CAROLINA, 1972-73

	TOTAL HEADCOUNT ENROLLMENT, FALL 1972					STUDENTS ASSISTED, 1972-73					FUNDS AWARDED, 1972-73				
INSTITUTION	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER
NCSU	21 (0.20%)	222 (1.60%)	32 (0.20%)	29 (0.20%)	13,505 (97.80%)	6 (0.47%)	96 (7.48%)	11 (0.86%)	10 (0.78%)	1,160 (90.41%)	$6,498 (0.69%)	$95,944 (10.20%)	$10,668 (1.13%)	$10,300 (1.09%)	$817,645 (86.89%)
UNC-CH	40 (0.20%)	842 (4.40%)	44 (0.20%)	51 (0.30%)	18,247 (94.90%)	12 (0.43%)	443 (15.74%)	5 (0.18%)	5 (0.18%)	2,349 (83.48%)	$9,821 (0.48%)	$528,157 (25.77%)	$3,230 (0.16%)	$4,344 (0.21%)	$1,504,009 (73.39%)
UNC-G	125 (1.70%)	327 (4.40%)	21 (0.30%)	133 (1.80%)	6,822 (91.80%)	13 (1.69%)	130 (16.91%)	1 (0.13%)	18 (2.34%)	607 (78.93%)	$8,073 (1.47%)	$128,980 (23.49%)	$1,599 (0.29%)	$11,848 (2.16%)	$398,643 (72.59%)
ASU	33 (0.40%)	101 (1.40%)	13 (0.20%)	11 (0.10%)	7,195 (97.90%)	0 0	51 (5.08%)	0 0	0 0	953 (94.92%)	0 0	$62,294 (8.07%)	0 0	0 0	$709,437 (91.93%)
ECU	78 (0.70%)	333 (3.10%)	17 (0.10%)	76 (0.70%)	10,354 (95.40%)	3 (0.25%)	145 (12.03%)	0 0	0 0	1,057 (87.72%)	$2,078 (0.23%)	$146,326 (16.29%)	0 0	0 0	$750,111 (83.48%)
N.C.A&T	1 (0.05%)	4,290 (95.10%)	0 0	0 0	219 (4.90%)	0 0	2,013 (99.90%)	0 0	0 0	2 (0.01%)	0 0	$2,013,717 (99.98%)	0 0	0 0	$365 (0.02%)
NCCU	5 (0.10%)	3,521 (93.70%)	3 (0.10%)	0 0	231 (6.10%)	0 0	2,520 (99.76%)	1 (0.04%)	0 0	5 (0.20%)	0 0	$1,573,784 (99.81%)	$200 (0.01%)	0 0	$2,825 (0.18%)
UNC-C	28 (0.60%)	191 (3.70%)	11 (0.20%)	16 (0.30%)	4,913 (95.20%)	1 (0.26%)	74 (18.88%)	0 0	6 (1.53%)	311 (79.34%)	$350 (0.13%)	$69,692 (25.13%)	0 0	$2,106 (0.76%)	$205,202 (73.99%)
WCU	15 (0.30%)	146 (2.40%)	8 (0.10%)	4 (0.10%)	5,799 (97.10%)	3 (0.38%)	48 (6.08%)	1 (0.13%)	0 0	738 (93.42%)	$2,127 (0.36%)	$40,714 (6.94%)	$1,437 (0.25%)	0 0	$542,089 (92.45%)

RACIAL/ETHNIC DISTRIBUTION OF FEDERAL STUDENT FINANCIAL AID IN THE UNIVERSITY OF NORTH CAROLINA, 1972-73

	TOTAL HEADCOUNT ENROLLMENT, FALL 1972					STUDENTS ASSISTED, 1972-73					FUNDS AWARDED, 1972-73				
INSTITUTION	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER	AMERICAN INDIAN	AMERICAN NEGRO	AMERICAN ORIENTAL	SPANISH SURNAMED AMERICAN	ALL OTHER
ECSU	0 0	1,038 (93.60%)	0 0	0 0	71 (6.40%)	0 0	867 (97.53%)	0 0	0 0	22 (2.47%)	0 0	$830,329 (98.48%)	0 0	0 0	$10,806 (1.28%)
FSU	6 (0.40%)	1,588 (96.60%)	0 0	0 0	49 (3.00%)	3 (0.26%)	1,171 (99.66%)	0 0	1 (0.09%)	0 0	$2,315 (0.21%)	$1,111,576 (99.73%)	0 0	710 (0.06%)	0 0
PSU	304 (15.40%)	55 (2.80%)	0 0	0 0	1,611 (81.80%)	130 (34.67%)	17 (4.53%)	1 (0.27%)	0 0	227 (60.53%)	$83,651 (34.56%)	$10,656 (4.40%)	$1,867 (0.77%)	0 0	$145,898 (60.27%)
UNC-A	2 (0.20%)	27 (2.80%)	1 (0.10%)	1 (0.10%)	937 (96.80%)	0 0	21 (9.72%)	0 0	1 (0.46%)	194 (89.82%)	0 0	$23,144 (10.36%)	0 0	$1,247 (0.56%)	$199,120 (89.09%)
UNC-W	0 0	76 (3.40%)	1 (0.05%)	0 0	2,156 (96.60%)	1 (0.50%)	57 (28.65%)	0 0	2 (1.00%)	139 (69.85%)	$700 (1.04%)	$21,050 (31.28%)	0 0	$1,000 (1.49%)	$44,543 (66.19%)
WSSU	0 0	1,654 (96.20%)	0 0	0 0	66 (3.80%)	0 0	1,034 (99.33%)	0 0	0 0	7 (0.67%)	0 0	$784,257 (99.85%)	0 0	0 0	$1,200 (0.15%)
NCSA	0 0	29 (8.30%)	1 (0.30%)	2 (0.50%)	319 (90.90%)	0 0	27 (25.72%)	1 (0.95%)	2 (1.90%)	75 (71.43%)	0 0	$33,361 (25.81%)	$2,211 (1.71%)	$3,549 (2.75%)	$90,130 (69.75%)

Appendix UNC-38

1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

(For Institutions Granting Bachelor's, Master's, and Doctor's Degrees)

Institutions Included:

North Carolina State University
The University of North Carolina at Chapel Hill
The University of North Carolina at Greensboro

Notes:

1. Faculty population studied based on faculty that are:
    a) Full-time in instruction and departmental research (Excludes faculty that are part-time, visiting, on leave or have joint appointment between instruction and departmental research and some non-academic department.)
    b) Faculty having academic rank of professor, associate professor, assistant professor or instructor (all other academic ranks excluded).
2. Study based on State funds only.
3. Excludes Health Affairs.

1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

INSTITUTION	HIGHEST EARNED DEGREE	9-10 MONTH										11-12 MONTH									
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
N.C. State University	Doctors & 1st Prof.	114	85	111	76	128	77	-	-	353	67	36	97	4	80	6	74	-	-	46	88
	Masters	18	13	28	19	35	21	61	79	142	27	-	-	-	-	1	13	1	50	2	4
	Bachelors	-	-	6	5	4	2	16	21	30	6	1	3	1	20	1	13	1	50	4	8
	All	134		147		167		77		525		37		5		8		2		52	
UNC-Chapel Hill	Doctors & 1st Prof.	264	94	181	93	174	87	7	15	626	87	17	100	3	100	1	50	1	25	22	85
	Masters	15	5	12	6	24	12	35	76	86	12	-	-	-	-	-	-	3	75	3	11
	Bachelors	1	-	1	1	2	1	4	9	8	1	-	-	-	-	1	50	-	-	1	4
	All	280		194		200		46		720		17		3		2		4		26	
UNC-Greensboro	Doctors & 1st Prof.	64	90	64	83	103	74	-	-	231	64	15	94	6	100	2	100	-	-	23	88
	Masters	3	4	13	17	36	26	66	90	118	33	1	6	-	-	-	-	2	100	3	12
	Bachelors	4	6	-	-	-	-	7	10	11	3	-	-	-	-	-	-	-	-	-	-
	All	71		77		139		73		360		16		6		2		2		26	
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				

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1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

(For Institutions Granting Bachelor's and Master's Degrees)

Institutions Included:

- Appalachian State University
- East Carolina University
- North Carolina Agricultural and Technical State University
- North Carolina Central University
- The University of North Carolina at Charlotte
- Western Carolina University

Notes:

1. Faculty population studied based on faculty that are:
    a) Full-time in instruction and departmental research (Excludes faculty that are part-time, visiting, on leave or have joint appointment between instruction and departmental research and some non-academic department.)
    b) Faculty having academic rank of professor, associate professor, assistant professor or instructor (all other academic ranks excluded).
2. Study based on State funds only.
3. Excludes Health Affairs.

1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

INSTITUTION	HIGHEST EARNED DEGREE	9-10 MONTH										11-12 MONTH									
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Appalachian	Doctors & 1st Prof.	73	94	66	73	87	61	1	2	227	64	19	95	2	33	5	71	2	18	28	64
	Masters	5	6	24	27	54	38	42	96	125	35	1	5	4	67	2	29	8	73	15	34
	Bachelors	-	-	-	-	1	1	1	2	2	1	-	-	-	-	-	-	1	9	1	2
	All	78		90		142		44		354		20		6		7		11		44	
East Carolina	Doctors & 1st Prof.	93	89	100	81	77	43	1	2	271	57	6	100	1	100	1	33	-	-	8	80
	Masters	12	11	24	19	100	56	61	95	197	42	-	-	-	-	2	67	-	-	2	20
	Bachelors	-	-	-	-	1	1	2	3	3	1	-	-	-	-	-	-	-	-	-	-
	All	105		124		178		64		471		6		1		3		-		10	
N.C. A&T	Doctors & 1st Prof.	22	96	19	51	3	6	-	-	44	31	22	88	3	27	-	-	-	-	25	50
	Masters	1	4	18	49	43	92	28	82	90	64	3	12	7	64	8	100	6	100	24	48
	Bachelors	-	-	-	-	1	2	6	18	7	5	-	-	1	[illegible]	-	-	-	-	1	2
	All	23		37		47		34		141		25		11		8		6		50	
N.C. Central	Doctors & 1st Prof.	26	100	36	92	2	3	2	3	66	35	14	100	5	71	3	27	-	-	22	54
	Masters	-	-	3	8	65	96	51	88	119	62	-	-	2	29	8	73	8	89	18	44
	Bachelors	-	-	-	-	1	1	5	9	6	3	-	-	-	-	-	-	1	11	1	2
	All	26		39		68		58		191		14		7		11		9		41	
UNC-Charlotte	Doctors & 1st Prof.	30	88	41	84	98	74	5	8	174	63	11	92	7	88	2	50	-	-	20	77
	Masters	4	12	8	16	35	26	48	77	95	34	1	8	1	12	2	50	1	50	5	19
	Bachelors	-	-	-	-	-	-	9	15	9	3	-	-	-	-	-	-	1	50	1	4
	All	34		49		133		62		278		12		8		4		2		26	
Western Carolina	Doctors & 1st Prof.	44	100	53	79	67	47	4	18	168	61	7	100	-	-	-	-	-	-	7	78
	Masters	-	-	14	21	73	52	15	68	102	37	-	-	-	-	1	100	-	-	1	11
	Bachelors	-	-	-	-	1	1	3	14	4	1	-	-	1	100	-	-	-	-	1	11
	All	44		67		141		22		274		7		1		1		-		9	
454	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				

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1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

Institutions Included:

Elizabeth City State University

N. C. A and T State University

N. C. Central University

N. C. State University

The University of North Carolina at Chapel Hill

The University of North Carolina at Greensboro

Notes:

1. Faculty population studied based on faculty that are:
   a) Full-time in instruction and departmental research (Excludes faculty that are part-time, visiting, on leave or have joint appointment between instruction and departmental research and some non-academic department.)
   b) Faculty having academic rank of professor, associate professor, assistant professor or instructor (all other academic ranks excluded).
2. Study based on State funds only.
3. Excludes Health Affairs.
4. There is no common, University-wide set of tenure regulations. North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro operate under a common set of tenure regulations brought over from their former status as campuses of the Consolidated University, which did have a common set of tenure regulations for its campuses. Each of the other three institutions whose tenure data is exhibited here has its own set of tenure regulations.
5. Even where there is a common set of tenure regulations applicable, their administration may differ in material respects.
6. While the conferral of tenure is now the act of the Board of Governors, that Board can act upon only those recommended for tenure by the respective institutions, which apply their own standards and procedures in determining who should be recommended for tenure.

1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

		9-10 MONTH										11-12 MONTH									
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS	
INSTITUTION	HIGHEST EARNED DEGREE	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Elizabeth City	Doctors & 1st Prof.	18	90	1	14	1	5	-	-	20	31	1	100	1	100	-	-	-	-	2	50
	Masters	2	10	6	86	20	95	16	100	44	69	-	-	-	-	1	100	1	100	2	50
	Bachelors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	All	20		7		21		16		64		1		1		1		1		4	
Fayetteville	Doctors & 1st Prof.	16	100	7	50	8	22	1	3	32	33	1	100	-	-	-	-	-	-	1	100
	Masters	-	-	7	50	29	78	24	83	60	63	-	-	-	-	-	-	-	-	-	-
	Bachelors	-	-	-	-	-	-	4	14	4	4	-	-	-	-	-	-	-	-	-	-
	All	16		14		37		29		96		1		-		-		-		1	
Pembroke	Doctors & 1st Prof.	18	100	17	50	11	31	-	-	46	44	2	100	-	-	-	-	-	-	2	67
	Masters	-	-	17	50	23	66	17	100	57	55	-	-	-	-	-	-	1	100	1	33
	Bachelors	-	-	-	-	1	3	-	-	1	1	-	-	-	-	-	-	-	-	-	-
	All	18		34		35		17		104		2		-		-		1		3	
UNC-Asheville	Doctors & 1st Prof.	10	100	13	81	15	68	-	-	38	67	1	100	-	-	1	50	-	-	2	-
	Masters	-	-	3	19	8	33	7	100	18	32	-	-	1	100	1	50	-	-	2	-
	Bachelors	-	-	-	-	1	4	-	-	1	1	-	-	-	-	-	-	-	-	-	-
	All	10		16		24		7		57		1		1		2		-		4	
UNC-Wilmington	Doctors & 1st Prof.	17	94	20	83	18	38	1	5	56	50	3	100	1	100	-	-	-	-	4	100
	Masters	1	6	4	17	29	62	19	86	53	48	-	-	-	-	-	-	-	-	-	-
	Bachelors	-	-	-	-	-	-	2	9	2	2	-	-	-	-	-	-	-	-	-	-
	All	18		24		47		22		111		3		1		-		-		4	
Winston-Salem	Doctors & 1st Prof.	10	91	6	43	5	15	1	4	22	26	3	50	1	20	1	25	-	-	5	28
	Masters	1	9	8	57	27	82	20	71	56	65	3	50	4	80	3	75	3	100	13	72
	Bachelors	-	-	-	-	1	3	7	25	8	9	-	-	-	-	-	-	-	-	-	-
	All	11		14		33		28		86		6		5		4		3		18	
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				

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1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

NORTH CAROLINA SCHOOL OF THE ARTS

Notes:

1. Faculty population studied based on faculty that are:
   a) Full-time in instruction and departmental research (Excludes faculty that are part-time, visiting, on leave or have joint appointment between instruction and departmental research and some non-academic department.)
   b. Faculty having academic rank of professor, associate professor, assistant professor or instructor (all other academic ranks excluded).

2. Study based on State funds only.

1973-74 HIGHEST EARNED DEGREE BY ACADEMIC RANK

INSTITUTION	HIGHEST EARNED DEGREE	9-10 MONTH										11-12 MONTH									
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		ALL RANKS	
		No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
N.C. School of the Arts	Doctors & 1st Prof.	-	-	-	-	-	-	1	2	1	2										
	Masters	-	-	-	-	-	-	21	44	21	44										
	Bachelors	-	-	-	-	-	-	26	54	26	54			NONE							
	All	-	-	-	-	-	-	48		48											
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
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	All																				
	Doctors & 1st Prof.																				
	Masters																				
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	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				
	Doctors & 1st Prof.																				
	Masters																				
	Bachelors																				
	All																				

Appendix UNC-39

BUDGETED FTE STUDENTS AND TEACHING POSITIONS BY INSTITUTION FOR 1971-72, 72-73, and 73-74, REGULAR ACADEMIC YEAR

	BUDGETED FTE STUDENTS			BUDGETED FTE TEACHING POSITIONS			BUDGETED STUDENTS PER TEACHER		
INSTITUTION	71-72	72-73	73-74	71-72	72-73	73-74	71-72	72-73	73-74
NCSU	11,200	11,650	11,500	820.2	805.0	802.0	13.7	14.5	14.3
UNC-CH	14,390	14,700	15,103	1,055.7	1,013.8	1,041.6	13.6	14.5	14.5
UNC-G	6,350	6,750	6,700	466.9	465.5	471.6	13.6	14.5	14.2
ASU	6,000	6,250	6,900	360.2	390.0	432.1	16.7	16.0	16.0
ECU	9,135	9,245	9,498	552.4	554.8	540.2	16.0	16.6	15.4
NCA&T	3,650	3,700	4,018	232.5	231.2	256.1	15.7	16.0	15.7
NCCU	3,250	3,350	3,879	230.1	223.3	242.5	14.1	15.0	16.0
UNC-C	3,900	4,450	5,134	243.8	278.8	331.6	16.0	16.0	15.5
WCU	5,200	5,400	5,120	319.5	337.5	324.0	16.3	16.0	15.8
ECSU	1,100	1,200	1,150	73.3	72.3	72.2	15.0	16.0	15.9
FSU	1,400	1,450	1,700	92.2	90.6	106.2	15.2	16.0	16.0
PSU	1,800	1,800	1,755	118.6	112.5	109.8	15.2	16.0	16.0
UNC-A	925	1,025	1,025	63.9	64.1	64.3	14.5	16.0	16.0
UNC-W	1,650	1,800	2,180	98.0	97.6	136.9	15.0	16.0	15.9
WSSU	1,400	1,450	1,550	106.7	96.7	103.8	13.1	15.0	15.0
NCSA	550	550	550	63.4	63.4	68.4	8.7	8.7	8.0

Appendix UNC-40

APPROPRIATIONS[1] PER STUDENT BY INSTITUTION FOR 1971-72, 72-73 AND 73-74 REGULAR ACADEMIC YEAR

Institution	All Sources			State Funds Only		
	71-72	72-73	73-74	71-72	72-73	73-74
NCSU	2,712	2,832	3,207	1,908	2,004	2,374
UNC-CH[2]	2,304	2,518	2,853	1,636	1,766	2,078
UNC-G	2,081	2,126	2,295	1,493	1,489	1,674
Group Average	2,404	2,552	2,863	1,760	1,796	2,099
ASU	1,517	1,674	1,959	1,043	1,227	1,497
ECU[2]	1,719	1,840	2,018	1,205	1,282	1,465
NCA&T	1,840	1,937	2,342	1,228	1,237	1,674
NCCU	1,774	1,797	2,037	1,309	1,295	1,542
UNC-C	1,700	1,755	2,023	1,286	1,343	1,641
WCU	1,700	1,779	1,921	1,214	1,307	1,447
Group Average	1,693	1,793	2,032	1,197	1,279	1,528
ECSU	2,292	2,422	2,480	1,743	1,928	2,033
FSU	1,757	1,654	2,023	1,330	1,280	1,680
PSU	1,446	1,565	1,868	1,106	1,248	1,592
UNC-A	2,151	2,137	2,431	1,710	1,655	2,068
UNC-W	1,758	1,725	2,097	1,247	1,332	1,730
WSSU	1,989	1,951	2,326	1,522	1,445	1,864
Group Average	1,838	1,845	2,162	1,389	1,430	1,791
NCSA	3,103	4,060	3,906	2,240	2,910	2,885

(1) Includes Appropriations For "Education And General" Excluding Summer School and Extension and Public Service.

(2) Does not include Health Affairs.

Appendix UNC-41

NORTH CAROLINA
STATE COMMISSION ON HIGHER EDUCATION FACILITIES
320 WEST JONES STREET
P. O. BOX 2147
RALEIGH, NORTH CAROLINA 27602
CHARLES L. WHEELER . . . . . DIRECTOR

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CHARLOTTE
HAROLD L. TRIGG
SALISBURY

January 9, 1974

TO: John Sanders, Vice President - Planning

FROM: Charles L. Wheeler CLW

SUBJECT: Comparative Study of Academic Facilities and Their Utilization at Campuses of The University of North Carolina.

This memorandum is in reply to your communication of December 27, 1973, requesting comparative data on the inventory, utilization, condition, and adequacy of facilities at the institutions of The University of North Carolina.

The first several sections of this memorandum apply several nationally-recognized indices to the utilization of facilities on the campuses. The age and condition of existing facilities are reported. Total academic facilities on each campus are compared with normative data and deficits and surpluses reported. Finally the effect of facilities funded by the General Assembly but not yet ready for occupancy is evaluated.

Assignable Square Feet of Academic Facilities Per FTE Student

One of the most useful measures of the adequacy of instructional and instruction-related space is the assignable square feet of academic facilities per full-time equivalent (FTE) student. For many years the United States Office of Education had used a planning standard of 100 net square feet per FTE student for the entire higher education community. The U. S. Office of Education in 1969 developed a more detailed array of space factors based on the type of institution. These factors are reported in Federal Support for Higher Education Construction: Current Programs and Future Needs, Report of the Higher Education Construction Programs Study Group (Washington: Office of Education, U. S. Department of Health, Education, and Welfare, July 10, 1969), p. 136. These space allocations, which are used in this memorandum, average out to 107 assignable square feet per FTE student for the entire higher education universe. These standards are based on detailed analytical data and reflect a composite of state planning standards in effect at the time of the study.

The data for North Carolina public senior institutions in the 1972 fall term are shown in the following table:

Institution	Standard	Assignable Square Feet Per FTE Student
Public Doctoral Institutions		
North Carolina State U	114	161
UNC-Chapel Hill	114	106
UNC-Greensboro	114	103
Group Average	114	125
Public 5-Year Institutions		
Appalachian S. U.	103*	84
East Carolina U.	103	72
N. C. A & T S. U.	103	127
N. C. Central U.	103	84
UNC-Charlotte	103	92
Western Carolina U.	103	91
Group Average	103	88

Institution	Standard	Assignable Square Feet Per FTE Student
Public 4-Year Institutions		
Elizabeth City S. U.	93	110
Fayetteville S. U.	93	93
N. C. School of Arts	93	209
Pembroke S. U.	93	103
UNC-Asheville	93	144
UNC-Wilmington	93	92
Winston-Salem S. U.	93	87
Group Average	93	105

*The standard for 5-year institutions is interpolated, to recognize the offering of Master's Degree programs.

Among the six 5-year institutions, only North Carolina Agricultural & Technical State University reaches the standard. Among the 4-year institutions, UNC-Wilmington and Winston-Salem State are below the standard.

Capacity/Enrollment Ratio

The Capacity/Enrollment (C/E) Ratio is the number of square feet of instructional and library space per student clock hour of instruction delivered. A C/E ratio of 3.00 to 4.00 normally is considered in the desirable range. A ratio of 5.00 or more usually has resulted in raising the question of excess facilities with respect to applications for federal facilities support.

C/E ratios for the fall of 1972 are as follows:

Institution	C/E Ratio
Public Doctoral Institutions	
N. C. State U.	4.77
UNC-Chapel Hill	4.54
UNC-Greensboro	4.01
Group Ratio	4.53

Institution	C/E Ratio
Public 5-year Institutions	
Appalachian S. U.	4.61
E. Carolina U.	3.20
N. C. A & T S. U.	5.47
N. C. Central U.	3.72
UNC-Charlotte	4.94
Western Carolina U.	3.89
Group Ratio	4.16
Public 4-year Institutions	
Elizabeth City S. U.	4.50
Fayetteville S. U.	4.31
N. C. School of the Arts	3.20
Pembroke S. U.	5.15
UNC-Asheville	8.74
UNC-Wilmington	4.89
Winston-Salem S. U.	3.75
Group Ratio	4.73

East Carolina University and the North Carolina School of the Arts have the lowest C/E ratios at 3.20. This table supports the position that total instructional and library space at each campus is adequate for existing enrollments.

Classroom Space Factors

Efficiency of classroom utilization is usually measured by three standards:

1. Assignable square feet per student station (ASF/Station);
2. Hours the classroom is used per week (Hrs/Wk) and
3. Percentage of student stations occupied when the room is in use (% Station Occupancy).

Generally accepted norms for these three measures are combined into a single space factor by the following formula:

$$\text{Classroom SF} = \frac{16 \ (\text{ASF/Station})}{30 \ (\text{Hrs/Wk}) \times 60\% \ (\text{Station Occupancy})} = 0.89$$

Any value higher than the 0.89 derived in the equation above suggests that maximum practical utilization of existing classrooms is not being achieved. The 1972 values for institutions of The University are as follows:

Institution	Space Factors
Public Doctoral Institutions	
N. C. State University	1.08
UNC-Chapel Hill	1.09
UNC-Greensboro	1.41
Group Factor	1.14
Public 5-year Institutions	
Appalachian S. U.	1.46
East Carolina U.	1.21
N. C. A & T S. U.	1.67
N. C. Central U.	1.18
UNC-Charlotte	0.85
Western Carolina U.	1.14
Group Factor	1.25
Public 4-year Institutions	
Elizabeth City. S. U.	1.33
Fayetteville S. U.	1.32
N. C. School of Arts	1.63
Pembroke S. U.	1.48
UNC-Asheville	1.83
UNC-Wilmington	1.23
Winston-Salem S. U.	1.78
Group Factor	1.48

Only the University of North Carolina at Charlotte exceeds the desired utilization level. This fact suggests that all campuses of The University have an adequate volume of classroom space for current enrollments.

Laboratory Space Factors

The norm for laboratory use is 20 hours per week, with 80 percent of student stations occupied when the laboratory is in use. Assignable square feet per student station varies by discipline from 15 to 150 square feet.

Engineering/Mechanical type laboratories tend to require substantially more space than other disciplines. A good median for this group is 100 square feet per student station. The median for academic laboratories, as contrasted with engineering/mechanical, is about 40 square feet.

Substituting in the same formula used for classrooms, these figures produce the following space factors:

Academic laboratories = 2.50

Engineering/Mechanical laboratories = 6.25

The average student station area in laboratories in The University is 42.2 square feet. The major deviation is in the case of North Carolina State University where the average is 59 square feet, reflecting the number of engineering/mechanical laboratories included.

Space factors for class laboratories in The University in 1972 are as follows:

Institution	Space Factors
Public Doctoral Institutions	
N. C. State U.	6.70
UNC-Chapel Hill	3.24
UNC-Greensboro	4.28
Group Factor	5.02
Public 5-year Institutions	
Appalachian S. U.	4.48
E. Carolina S. U.	2.82
N. C. A & T S. U.	7.36
N. C. Central U.	5.06
UNC-Charlotte	3.93
Western Carolina U.	4.56
Group Factor	4.50
Public 4-year Institutions	
Elizabeth City S. U.	5.05
Fayetteville S. U.	3.41
N. C. School of the Arts	2.32
Pembroke S. U.	4.07
UNC-Asheville	16.18
UNC-Wilmington	4.18
Winston-Salem S. U.	4.91
Group Factor	3.97

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The only institution in The University to exceed the desired utilization level is the North Carolina School of the Arts. This fact indicates that existing laboratories are capable of considerably more intensive use. The data do not, of course, speak to the issue of whether or not laboratories are adequate for each discipline being taught.

Percentage of Total Higher Education Space Rated in Satisfactory Condition

The condition of buildings is assessed by personnel on each campus. Unsatisfactory space is classified as "Needs Renovation" or "Should Be Razed." Every effort is made to involve physical plant personnel with engineering training in the evaluation process. Despite this effort, the fact must be recognized that human factors enter into the process so that assessments likely are not absolutely consistent from one campus to another.

Recent studies of the U. S. Office of Education indicate that approximately 85 percent of the total higher education physical plant in the nation is in satisfactory condition. As shown in the following table, facilities of The University are rated somewhat better than this national average. Four of the individual campuses fall below the national norm: Western Carolina University, Elizabeth City State University, North Carolina School of the Arts, and Winston-Salem State University.

Public Doctoral Institutions	
N. C. State U.	88.4%
UNC-Chapel Hill	88.1
UNC-Greensboro	90.6
Group Percentage	88.6

Public 5- year Institutions

Appalachian S. U.	100.0
E. Carolina U.	100.0
N. C. A & T S. U.	94.4
N. C. Central U.	87.0
UNC-Charlotte	100.0
W'n Carolina U.	81.9
Group Percentage	94.5

Public 4-year Institutions

Elizabeth City S. U.	74.9
Fayetteville S. U.	92.3
N. C. School of Arts	61.5
Pembroke S. U.	100.0
UNC-Asheville	100.0
UNC-Wilmington	100.0
Winston-Salem S. U.	78.4
Group Percentage	87.5

In both the 5-year and 4-year categories, the traditionally Black campuses report relatively high percentages of unsatisfactory space. In neither case, however, do they report the highest percentage of unsatisfactory space in the group.

Percentage of Total Facilities by Age Group

	33 years and over	13-32 Years	0-12 Years
Public Doctoral Institutions			
N. C. State University	26.5	35.6	37.9
UNC-Chapel Hill	39.6	16.3	44.1
UNC-Greensboro	46.4	22.6	31.0
Group Percentage	35.3	25.3	39.2
Public 5-Year Institutions			
Appalachian State University	12.7	25.7	61.6
East Carolina University	19.9	22.7	57.4
N. C. A & T State University	13.1	53.4	33.5
N. C. Central University	23.0	45.9	31.1
UNC-Charlotte	-	-	100.0
Western Carolina University	7.8	32.0	60.2
Group Percentage	13.4	29.8	56.8

Percentage of Total Facilities By Age Group

	33 years and over	13-32 Years	0-12 Years
Public 4-Year Institutions			
Elizabeth City State University	30.1	27.5	42.4
Fayetteville State University	34.9	19.1	46.0
N. C. School of the Arts	37.5	6.5	56.0
Pembroke State University	-	13.0	87.0
UNC-Asheville	2.6	-	97.4
UNC-Wilmington	-	-	100.0
Winston-Salem State University	47.3	12.7	40.0
Group Percentage	23.0	12.6	64.4

Age of buildings may be interpreted as conveying some indication of the modernity of a campus. Such assumptions, however, may be incorrect, since an old building may have been renovated and its facilities modernized. The table above reflects that a relatively high percentage of facilities on the traditionally Black campuses fall into the older age brackets.

1973 Inventory of Academic Facilities Compared to Normative Standards

The computation of required space on each campus in the table below is based on the square feet per FTF student, by type of institution, and level of student as detailed in the 1969 Office of Education study cited earlier in this memorandum. These computed requirements for 1973 enrollments are then compared with the 1973 inventory to produce a square foot excess or deficit of assignable academic facilities.

1973 ACADEMIC FACILITIES STATUS

Institution	Enr. Factor NASF/FTE		Enrollment		Required NASF in 1973			Inventory 1973	Difference
	UG	G	UG	G	UG	G	Total		
Public Doctoral Institutions									
NC State U.	105	265	11,007	1,659	1,155,735	439,635	1,595,370	1,918,335	+322,965
UNC-Chap. Hill	105	265	12,103	3,516	1,270,815	931,740	2,002,555	1,625,924	-376,631
UNC-Greensboro	105	265	5,517	1,432	579,285	379,480	958,765	743,600	-215,165
Public 5-Year Institutions									
Appalachian SU	98	230	6,448	744	631,904	171,120	803,024	598,516	-204,508
E. Carolina U	98	230	8,602	860	842,996	197,800	1,040,796	701,753	-339,043
NC A&T SU	98	230	4,017	313	393,666	71,990	465,656	535,710	+ 70,054
NC Central U	98	230	3,242	287	317,716	66,010	383,726	325,477	- 58,249
UNC-Charlotte	98	230	4,769	431	467,362	99,130	566,492	420,919	-145,573
W'n Carolina U	98	230	4,880	446	478,240	102,580	580,820	481,874	- 98,946
Public 4-Year Institutions									
Elizabeth C. SU	90	130	1,103	-	99,270	-	99,270	119,340	+ 20,070
Fayetteville SU	90	130	1,739	-	156,510	-	156,510	150,989	- 5,521
NC Sch. of Arts	90	130	554*	-	49,860	-	49,860	71,726	+ 21,866
Pembroke SU	90	130	1,789	-	161,010	-	161,010	191,030	+ 30,020
UNC-Asheville	90	130	990	-	89,100	-	89,100	144,244	+ 55,144
UNC-Wilmington	90	130	2,282	-	205,380	-	205,380	189,325	16,055
Winston-Salem SU	90	130	1,586	-	142,740	-	142,740	141,611	- 1,129

*Includes High School
UG - Undergraduate
G - Graduate

Ten of the 16 campuses have facilities deficits according to these standards. Three of the five traditionally Black institutions have deficits. In two of these instances, however, the deficits are quite small. The effects of previously approved and funded construction projects are taken into account in the subsequent sections.

Academic Facilities Under Construction or Financed and to be Constructed

The following table reports the academic facilities which have been financed at institutions of The University and which, in virtually every instance, should be ready for occupancy by the fall of 1976. The table shows significant expansion of academic facilities at each of the traditionally Black institutions.

Institution	1973 Inventory	Under Construction	Financed, to be Constructed	Total Facilities
Public Doctoral Institutions				
NC State U.	1,918,335	-	99,439	2,017,774
UNC-Chapel Hill	1,625,924	36,515	100,835	1,763,274
UNC-Greensboro	743,600	-	80,400	824,000
Public 5-Year Institutions				
Appalachian SU	598,516	28,810	108,034	735,360
East Carolina U	701,753	33,635	121,309	856,697
NC A&T SU	535,710	11,390	116,114	663,214
NC Central U	325,477	-	127,201	452,678
UNC-Charlotte	420,919	-	67,000	487,919
Western Carolina U	481,874	-	83,690	565,564
Public 4-Year Institutions				
Elizabeth City SU	119,340	-	30,150	149,490
Fayetteville SU	150,989	-	58,062	209,051
NC Sch. of the Arts	71,726	-	-	71,726
Pembroke SU	191,030	-	59,829	250,859
UNC-Asheville	144,244	-	12,060	156,304
UNC-Wilmington	189,325	26,800	70,350	286,475
Winston-Salem SU	141,611	-	93,105	234,716

Effect of Facilities to be Constructed on Utilization Levels for Academic Facilities

The University has not yet developed official enrollment projections for the fall of 1976. Like most other elements of the national higher education community. The University is concerned with declining enrollment growth and the uncertainty of future enrollment trends.

Since enrollment projections have not been perfected, the following table assesses the effect of planned and funded construction on utilization levels based on current enrollments.

The table demonstrates that ten of the sixteen campuses will have academic facilities for increased enrollments when funded facilities become available. All five of the traditionally Black institutions show an excess of academic space for present enrollments. This fact would appear to reflect fair and equitable treatment of these institutions by the Board of Governors and the General Assembly.

Institution	Enr. Factor NASF/FTE		Enrollment		Required NASF in 1973			Total Facilities	Difference
	UG	G	UG	G	UG	G	Total		
Public Doctoral Institutions									
NC State U	105	265	11,007	1,659	1,155,735	439,635	1,595,370	2,017,774	+422,404
UNC-Chap. Hill	105	265	12,103	3,516	1,270,815	931,740	2,002,555	1,763,274	-239,281
UNC-Greensboro	105	265	5,517	1,432	579,285	379,480	958,765	824,000	-134,765
Public 5-Year Institutions									
Appalachian SU	98	230	6,448	744	631,904	171,120	803,024	735,360	- 67,664
E. Carolina U	98	230	8,602	860	842,996	197,800	1,040,796	856,697	-184,099
NC A&T SU	98	230	4,017	313	393,666	71,990	465,656	663,214	+197,558
NC Central U	98	230	3,242	287	317,716	66,010	383,726	452,678	+ 68,952
UNC-Charlotte	98	230	4,769	431	467,362	99,130	566,492	487,919	- 78,573
W Carolina U	98	230	4,880	446	478,240	102,580	580,820	565,564	- 15,256

Institution	Enr. Factor NASF/FTE		Enrollment		Required NASF in 1973			Total Facilities	Difference
	UG	G	UG	G	UG	G	Total		
Public 4-Year Institutions									
Elizabeth C. SU	90	130	1,103	-	99,270	-	99,270	149,490	+ 50,220
Fayetteville SU	90	130	1,739	-	156,510	-	156,510	209,051	+ 52,541
NC Sch. of Arts	90	130	554*	-	49,860	-	49,860	71,726	+ 21,866
Pembroke SU	90	130	1,789	-	161,010	-	161,010	250,859	+ 89,849
UNC-Asheville	90	130	990	-	89,100	-	89,100	156,304	+ 67,204
UNC-Wilmington	90	130	2,282	-	205,380	-	205,380	286,475	+ 81,095
Winston-Salem SU	90	130	1,586	-	142,740	-	142,740	234,716	+ 91,976

*Includes High School
UG - Undergraduate
G - Graduate

Square Feet of Funded New Facilities Per 1973 FTE Student

Since institutions vary in size, one measure of relative effort to meet facilities needs is the number of square feet of academic space being added per FTE student. The table which follows indicates that the traditionally Black campuses are receiving extremely favorable treatment in this regard. Among the six 5-year institutions, the two traditionally Black campuses rank one and two. Among the seven 4-year campuses the three traditionally Black institutions rank one, four, and five.

Institution	73 FTE	ASF	ASF per FTE
Public Doctoral Institutions			
NC State University	12,666	99,439	7.85
UNC-Chapel Hill	15,619	137,350	8.79
UNC-Greensboro	6,949	80,400	11,57
Public 5-Year Institutions			
Appalachian State University	7,192	136,844	19.03
East Carolina University	9,462	154,944	16.38
NC A&T State University	4,330	127,504	29.45
NC Central University	3,781	131,757	34.85
UNC-Charlotte	5,200	67,000	12.88
Western Carolina University	5,326	83,690	15.71
Public 4-Year Institutions			
Elizabeth City State University	1,103	30,150	27.33
Fayetteville State University	1,739	58,062	33.39
NC School of the Arts	554*	-	-
Pembroke State University	1,789	59,829	33.44
UNC-Asheville	990	12,060	12.18
UNC-Wilmington	2,282	97,150	42.57
Winston-Salem State University	1,586	93,105	58.70
Total	80,014	1,369,284	17.11

*Includes High School

Conclusion

Measures of classroom and laboratory and total instructional and library space utilization indicate that the campuses of The University, including the traditionally Black institutions, have adequate facilities of these types for current enrollments.

Data on total academic facilities reflect deficits at more than half of the institutions. Three of the five traditionally Black campuses have deficits, but in two instances these are very small.

Physical plant at the traditionally Black institutions tends to be somewhat older than for The University as a whole, and the institutions report relatively more space in unsatisfactory condition. Data on planned and funded new construction, however, shows that the Board of Governors and the General Assembly are currently making a greater than proportionate effort to meet the facilities needs of the traditionally Black institutions.

Appendix UNC-42

LIBRARY HOLDINGS AND BOUND VOLUMES PER FULL-TIME EQUIVALENT STUDENT
1973-74

INSTITUTION	BUDGETED 1973-74 FTE ENROLLMENT	NUMBER OF BOUND VOLUMES JUNE 30, 1973	NUMBER OF BOUND VOLUMES PER FTE STUDENT	RANK
ASU	6,900	261,385	37.9	14
ECU	9,031	405,572	44.9	12
ECSU	1,150	77,950	67.8	6
FSU	1,700	81,785	48.1	10
N.C. A and T	4,018	317,581	79.0	3
NCCU	3,981	272,186	68.4	5
NCSA	550	38,742	70.4	4
NCSU	11,850	615,162	51.9	9
PSU	1,755	74,336	42.4	13
UNC-A	970	81,556	84.1	2
UNC-C	5,134	168,573	32.8	16
UNC-CH	18,525	1,958,941	105.7	1
UNC-G	6,700	389,323	58.1	8
UNC-W	2,250	101,914	45.3	11
WCU	4,800	176,666	36.8	15
WSSU	1,550	101,164	65.3	7

Appendix UNC-43

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS

The 65 formal interinstitutional cooperative arrangements involving The University of North Carolina are detailed in . Of the total, 44 arrangements are between predominantly black and white institutions.

The institutional reports provide 1) the title of each arrangement; 2) the type of participants--faculty, student, or other; and 3) the magnitude of the program. It should be noted that, where precise data are not available, estimates are given. Racial composition of participants in each program is not known. In addition, inconsistencies in the data may appear as a result of the individual institution reporting a) all formal arrangements active and inactive; b) currently operating arrangements; c) either a) or b) plus formal arrangements scheduled to begin at a future date.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
Appalachian State University
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Two-Year Engineering Curriculum (w/NCSU)		x		Fifteen persons
Pre-Forestry Program (w/NCSU)		x		Twelve persons
Appalachian Training Complex (w/Wilkes Community College and public schools of northwestern region)	x		x	200-300 persons plus 100's of students
Appalachian-Indiana Cooperative Arrangement (a national bilateral arrangement)			x	Presently inactive
Environmental Education (w/ECU, FSU, NCCU, UNC-C, UNC-CH, UNC-G, WCU, NCSU)		x		Twelve persons
Appalachian Consortium (w/Mars Hill, Lees McRae, Western Carolina, East Tennessee, and regional agencies)			x	35 persons (planning stage plus one operational project)
Manpower for Appalachian Libraries and Educational Media (with Montreat-Anderson, Western Piedmont Community)			x	Twelve persons
Appalachian TTT Project (with Watauga, Wilkes, Ashe, Avery and Caldwell Counties)	x		x	Retraining graduate professors to understand teacher preparation for contemporary public schools (60-80 persons)
Developing Institutions Consortium w/ Concord College (Virginia)			x	Providing Consultative Services (Four persons)
Developing Institutions Consortium with eight 2-year colleges in North Carolina.	x	x	x	Research, development of management systems, significant curriculum revision, recruitment practices (25-30 persons)
Pre-Nursing Curriculum (w/UNC-G)		x		Ten persons

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING

Appalachian State University

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Teacher Corps (w/ regional schools)	x		x	200-300 persons

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
EAST CAROLINA UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Biological Institute Program (ECSU NSF also includes Physics and Chemistry)			x	30 faculty members from ECU
Cooperative Program in Physics (w Chowan, College of the Albermarle, Lenoir Community College, Kittrell, Louisburg, Wayne Community, Sandhills Community, Southeastern Community, Coastal Carolina Community)			x	15 faculty members from ECU
Cooperative Program in Physics and Engineering (w New York University)			x	15 faculty members from ECU
Cooperative Program in Forestry (w Duke and North Carolina State U.)			x	3 faculty members from ECU
Marine Science Sea Grant (w NCSU, UNC-CH, UNC-W, College of the Albermarle)			x	2 faculty members from ECU
Cooperative Program in Nursing			x	* See Attachment
Cooperative International exchange with Kansai University Ogura City Japan	x		x	1 faculty member from each University to be exchanged for the 1973-74 school year
Speech, Language and Audio Pathology Department Internship program (w/ Duke and UNC-CH)		x		New program
Department of Social Work Graduate Credit program (W/UNC-CH)		x		New program

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS
OF THE EAST CAROLINA UNIVERSITY
SCHOOL OF NURSING

1) Listing and description of any student exchange programs between your institution and others, 1972-73 academic year.

Student exchange programs in nursing are difficult because curricular variations are dictated by availability of local resources. However, during 1971-72 the School of Nursing enrolled one student from the University of Northern Colorado and one from the University of Indiana. Each student completed the senior year here for graduation from her home institution.

This year, 1972-73, we sent a student to UNC-Greensboro under the same arrangement. This student is completing her senior year at UNC-G for graduation from ECU.

2) Listing and description of any faculty exchange programs between your institution and others, 1972-73.

No formal faculty exchange program is/in existence. Faculty are borrowed as special situations arise.

3) Listing and description of all other types of interinstitutional cooperative arrangements with other institutions, 1972-73.

Two interinstitutional projects have been developed over the past two to three years. One consists of a group which met, under the umbrella of the Board of Higher Education, for the purpose of developing a consortium graduate program in nursing. This group has not met since re-organization dissolved the Board of Higher Education. (See attached memorandum)

The second project "Implementation and Evaluation of a Consortium of Five North Carolina State Baccalaureate Nursing Programs" has been approved for federal funding and is awaiting notification of availability of funding. The interim project director is Dr. Ruby Barnes of ECU.

The purpose of this multi-university project is to operationalize and evaluate a process model for statewide inter-university collaborative interaction. Face-to-face planning among faculty members from the five baccalaureate nursing programs, a modality for implementing expanding roles both into the respective nursing community and into the baccalaureate programs, and the uniqueness of each school and community it serves are represented within the model. This process model focuses upon a specific activity whereby the input of inter-university resources, both human and material, are efficiently and effectively utilized. The testing of the process focuses upon the implementation of selected learning opportunities for registered nurses who are responsible for the maintenance of health and management of illnesses of aging clients in health care facilities. The administrative framework and communication channels of the model are the means of making accessible continuing education for the graduate nurse practitioner in her own institutional setting or region.

The five baccalaureate nursing programs engaged in this project are located in the following tax-supported universities:

East Carolina University, Greenville, North Carolina
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of North Carolina at Charlotte
Western Carolina University, Cullowhee, North Carolina

The model will have many "spin-offs" concerning wider implications for other schools and health disciplines in making continuing education accessible to the professional nurse practitioner. Some are:

1. Dissemination of current information to and by all North Carolina University Schools of Nursing, both public and private.
2. Stimulate an on-going evaluation process of communication in all North Carolina University Schools of Nursing.
3. Serve as a means of making accessible to the nurse practitioner rapid dissemination of information concerning changes in professional education and in trends for the delivery of health care.
4. Stimulate comprehensive, coordinated, and continuing patient care from an interdisciplinary approach in North Carolina and in other states.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
ELIZABETH CITY STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
1. Adult Basic Education Program (w/Southern REgional Ed. Bd., NSU, St. Bd. of Ed.)			x	13 Persons
2. Bilaterial Consortium Administrative Improvement (w/Duke University)			x	30 Persons
3. College-Industry Cluster (National Alliance of Businessmen, 10-Business and Industrial Concerns)			x	25 Persons
4. College Placement Consortium (w/Barber-Scotia, Bennett, FSU, Johnson C. Smith, Livingston, N C A&T, NCCU, St. Augustine's, Shaw, WSSU and 51 other colleges and universities)			x	All Students 4 Staff Members
Cooperative College Development Program (w/WSSU, Livingstone, FSU and 38 other institutions)			x	6 Persons
6. Cooperative Lending Agreement Library Services (w/15 Senior Public Institutions of Higher Ed. in N. C.)			x	250 Persons
7. Five College Curriculum Program (w/St. Augustine's, FSU, Norfolk State, Langston U., Southern U.,-Shreveport-Texas Southern)			x	300 Persons
8. N.S.F. Physical Science Institute (w/ECU and Public High Schools)			x	40 Persons
9. N.C.C.U. Consortium Administrative Improvement (w/NCCU, FSU, Va. State, Ntl'l Lab)			x	10 Persons
10. N.C. Educational Computing Service (w/UNC-A, UNC-G, ASU, UNC-W, NC A&T, NCCU, Central Piedmont Comm. Col., Col. of the Albemarle, Gaston, Lenior Co., Comm. Col., Rockingham Comm. Col., Western Piedmont Comm. Col., Belmont Abbey,			x	100 Persons

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
ELIZABETH CITY STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Bennett, Campbell, Guilford, High Point, Lenoir Rhyme, Pfeiffer, Queens, St. Andrews, St. Augustine's, Salem, Wake Forest, Warren Wilson)				
11. Faculty-Improvment Study Project (w/Temple University)			x	2 Persons
12. New Careers Program (w/Economic Improvement Council)			x	4 Persons
13. Cooperative Swimming and Water Safety Arrangement (w/COA, Am. Red Cross, Albemarle Water Safety Committee			x	65 Persons
14. Upward Bound (Public Schools in 7-County Area)			x	75 Persons
15. Washington County Project (w/Washington County Public Schools)			x	10 Persons
16. Expanded University-Community Cooperation Student Teaching, Library Internship, Business, Social Work, News Media (Various Civic, Business, Cultural, and Educational Agencies)			x	265 Persons
17. Southeastern Library Network Improved Library Services (w/84 Academic Libraries in Southeastern U. S.)			x	10 Persons

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS, PROGRAMS
FAYETTEVILLE STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Fayetteville State University/Fort Bragg Program (w/NCSU)		x		Approximately 26 students have been involved in this program for 72-73 school year. Beginning January 1, no additional students were permitted to enroll as degree candidates from N. C. State.
Association of Eastern North Carolina Colleges (w/Atlantic Christian, Campbell, Chowan, ECU, ECSU, Louisburg, Meredith, Methodist, N.C. Wesleyan, St. Augustine's, Shaw, Wingate)			x	Supports the Association and is a paying member - association dues.
Environmental Education (w/ASU, ECU, NCCU, UNC-C, UNC-G, WCU, NCSU)			x	One faculty member is involved as a member of the steering committee.
University Cooperative Program & Committee in Statistics (SREB) (w/NCSU, Duke)			x	One faculty member actively participating conducting research in support of program.
Cooperative College Development Program -- Title III (w/ECSU, WSSU, Livingstone)			x	One faculty member, 3 administrator including the Chief Administrative Officer is involved in the program.
Institute of Dramatic Arts (a national multilateral arrangement)			x	One faculty member is involved, 2 - 3 students participate during the summer.
College Placement Services Consortium (w/Barber-Scotia, Bennett, ECSU, Johnson C. Smith, Livingstone, N.C. A & T, NCCU, St. Augustine's, Shaw, WSSU)			x	One professional and 1 clerical person involved 72-73. For 73-74, external support reduced to $5,000. Administrative position must be supported by State funds.
Five-College Consortium Title III Program (w/Alabama A&M, Bennett, Bishop Bishop, Clark, Florida A&M, Jackson State, Lincoln, Norfolk, NC A & T, Southern, Talladega, Tennessee State, Voorhees)			x	The involvement includes one director, 1 counselor, 1 director of tutorial, 1 reading specialist, 1 secretary, 30 teaching faculty and 440 freshmen students. In addition to general education program is based on consortium teaching principle.

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING

FAYETTEVILLE STATE UNIVERSITY

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Biology Consortium, Title III (w/Sandhills Community, UNC-W, NCS - R, NLS)			x	One faculty member involved as coordinator of consortium program.
Student Teaching Program (w/ECU, UNC - Clemson)		x		Practice teaching.
Admissions, Financial Aid, Registrar Information System Development (w/NEL, NCCU, Voorhees, St. Augustine's, Elizabeth City, Shaw)			x	Six administrators participate in program. One & ½ administrative intern positions are financed.

* e.g., Number of persons involved and/or other measures of utilization.

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INTER-INSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
1. Project Upward Bound Project (W/UNC-G)			x	1. 181 Persons Involved
2. Health Science Consortium (W/Bennett, Barber Scotia, Elizabeth City, Fayetteville, Hampton, J. C. Smith, Livingston, Norfolk State, NCCU, Shaw, St. Augustine's St. Paul's, Virginia State, Virginia Union, WSSU)			x	2. 617 Persons Involved
3. Tri-University Project in Science (W/Florida A&M, Tennessee State)			x	3. 29 Persons Involved
4. Transportation Curriculum Development (W/North Western University)			x	4. 75 Persons Involved
5. Thirteen College Curriculum Program (W/41 Schools Participating)			x	5. 160 Persons Involved
6. Student Exchange Program (W/University of Wisconsin System)		x		6. 10 Persons Involved
7. Rural Proverty Research Project (W/University of Wisconsin)			x	7. 1911 Persons Involved
8. Joint Course in Physics (W/UNC-G)	x	x		8. 17 Persons Involved
9. Intra-City Library Loan Privileges (W/Greensboro College, UNC-G, Bennett, Guilford College)			x	9. 250 Persons Involved
10. Development of Instructional Materials Designed to Improve Radio and Television Production Techniques (W/University of Wisconsin)			x	10. 3 Persons Involved
11. Piedmont University Center (W/Barber Scotia, Belmont Abbey, Bennett, Catawba, Davidson, Elon, Greensboro College, Guilford College, High Point, J. C. Smith, Lenoir Rhyne, Livingstone, Mars Hill, Pfeiffer, Queens, St. Andrews, Salem, Wake Forest, WSSU)			x	11. 21 Persons Involved

* e.g., Number of persons involved and/or other measures of utilization.

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
12. N. C. Educational Computing Service (W/41 Participating Institutions)			x	12. 42 Persons Involved
13. Urban Education Exchange Program (W/Rutgers, University of Wisconsin)			x	13. 22 Persons Involved
14. Urban Education and Urban Affairs Exchange (W/University of Wisconsin)			x	14. 4 Persons Involved
15. Cooperative Education Program in Human Relations in Education (W/University of Wisconsin)			x	15. 2 Persons Involved
16. Council of Black Architectural Schools (W/Tuskegee, Hampton, Southern Prairie View, Tenn. State, Howard)			x	16. 400 Persons Involved
17. Graduate Social Work Early Entrance Program (W/Columbia University)			x	17. 3 Persons Involved
18. Graduate Social Work Program (W/University of Louisville)			x	18. 4 Persons Involved
19. Cooperative Social Welfare Curriculum Development Program (W/UNC-G)			x	19. 115 Persons Involved
20. Cooperative Program Designed For Evaluative Purposes	x			20. 9 Persons Involved
21. Consortium-26 (W/Clark College, Morgan, D. C. Teachers, Livingstons, Florida A & M, W. Va. State, Stubenville, Jackson State			x	21. 90 Persons Involved
22. Greensboro Interinstitutional and Community-Coordinating Committee For Foreign Students (W/UNC-G, Guilford, Bennett, Greensboro, College)			x	22. 204 Persons Involved

* Number of persons involved and/or other measures of utilization.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
23. Program Designed to Improve the Teaching of Nursing Theory and Practice (W/Moses H. Cone Hospital, Wesley Long, Guilford County Health Dept. Annie Penn Hospital, Edgerwood Minor Nursing Home, Kendall Center For Retarded Children)			x	23. 162 Persons Involved

* Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA CENTRAL UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Duke--NCCU Cooperative Program (w/Duke)		x	x	Ten students.
Attitudes and Life Ways of People in Black Communities (w/UNC-CH)			x	
A Pilot Study of the Social & Educational Impact of School Desegregation in North Carolina (w/UNC-CH)			x	
N. C. Educational Computing Service (w/UNC-A, UNC-G, ASU, UNC-W, ECSU, NC A & T, Central Piedmont Comm., Col. of the Albemarle, Gaston, Lenoir Co. Comm., Rockingham Comm., Western Piedmont Comm., Belmont Abbey, Bennett, Campbell, Guilford, High Point, Lenoir Rhyne, Pfeiffer, Queens, St. Andrews, St. Augustine's, Salem, Wake Forest, Warren Wilson)			x	Twenty faculty, 150 students, 4 staff, three terminals, $8,000 budget (from this office, may be more from institution).
Environmental Education (w/ASU, ECU, FSU, UNC-C, UNC-CH, UNC-G, WCU, NCSU)		x		
Committee on Cooperation with Predominantly Negro Universities (CCNU) (w/NC A & T , University of Wisconsin)	x	x	x	Two faculty, twelve students.
Senior Colleges & Universities Improvement Program (w/Shaw)			x	

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA CENTRAL UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Developing Colleges Cooperative (w/NC A & T)			x	This is the same as CCNU on previous page.
A Program to Strengthen Development Offices (w/Virginia Union University)			x	Six staff members.
Science Exchange Program (w/NC A & T)		x		
College Placement Services Consortium (w/Barber-Scotia, Bennett, ECSU, Johnson C. Smith, Livingstone, NC A & T, FSU, St. Augustine's, Shaw, WSSU)			x	Eight staff members.

* e.g., Number of persons involved and/or other measures of utilization.

NORTH CAROLINA SCHOOL OF THE ARTS

HEW Desegregation Plan -Office of Civil Rights: Information

Academic Department

1. Student Exchange Programs:

(a) A small number of students are enrolled in courses at Wake Forest University by special inter-institutional arrangements. Likewise, we have students from Wake Forest enrolled in our courses from time to time. The number of these students is small because of differences in purposes of the institutions and in the diverse calendars of the institutions but for no other reasons. The four institutions comprising the Academic Urban Consortium (Wake Forest University, Salem College, Winston-Salem State University and the North Carolina School of the Arts) all support the basic concept of interinstitutional cooperation.

(b) Our three summer foreign programs in music, dance and drama are open to students outside of the NCSA student body. Especially the music program in Italy, a large number of students are recruited from other institutions. In the past, we have also had a student of ours in the Salem College Italian program at Asolo, Italy (a program in the visual arts, music, and Italian language).

2. Faculty Exchange Programs:

(a) Since the beginning of the School, we have used parttime faculty from our neighboring institutions in discipline areas where we have not maintained a permanent, fulltime position. From Wake Forest University we use faculty in Sociology, Anthropology and Psychology. From Winston-Salem State University we use faculty in Black History and Black Literature. From Salem College we use faculty in German language.

This year, again through the Academic Urban Consortium, we are sharing Mr. Jonathan Williams, poet, as writer-in-residence from January to May at all four of the institutions comprising the Consortium. Mr. Williams meets classes of students in creative writing at least once a week separately on each of the four campuses; then, at least once a week, he meets groups which include students from all of the four campuses together in special sessions in his home.

3. Other Kinds of Interinstitutional cooperative programs:

In addition to the Consortium-related activities and the student and faculty exchange programs listed above, the North Carolina School of the Arts as one of the sixteen component institutions of the University of North Carolina system is represented on the major councils within the university. Among these, especially, are the Advisory Council on International Programs, the Faculty Assembly and the Faculty Welfare Committee.

The Advisory Council on International Programs attempts to coordinate all of the foreign programs operated within the university system and to communicate to the students and faculty of the component institutions all information pertaining to these programs. Effort is made to involve students from several campuses within the system in these international programs. Increased effort will be made to share facilities and travel accommodations among several institutions. A composite calendar of these programs is in preparation.

The University Faculty Assembly, like the Faculty Welfare Committee, is composed of representatives from each of the sixteen institutions who are elected by their faculty. Policies pertaining to university-wide matters relating to faculty are the province of this Council.

Again through the Consortium, more community-based, experiential projects are being developed. Students and faculty from the four institutions will be involved in these learning situations for which academic credit is often available.

In this community, there is an enormous amount of inter-institutional sharing of facilities. As a member of the University of North Carolina system, the North Carolina School of the Arts faculty have access to library facilities at the sixteen institutions and may use inter-library loan facilities within the system. Our faculty may also use the library facilities of the other institutions in the Consortium.

Salem College and Summit School throughout the year make available to the NCSA their facilities for performances of many of our major programs.

This summer three members of our academic faculty have been invited to participate in a workshop for faculty development sponsored by the Advancement School in Winston-Salem. This workshop will offer to our faculty a modest stipend for two weeks of concentrated work on designing a new syllabus for a transdisciplinary course in American Studies (History, Art and Literature) for our secondary curriculum. Through the facilities of this workshop, our faculty will have access to consultants and instructional models and materials which otherwise we could not afford to consider.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Research & Home Economics (w/UNC-G)			x	
Engineering Operations Program (w/UNC-A)		x		Six students.
Southeastern Plan Environment Laboratory (Phytotron)(w/Duke)			x	
Two-Year Engineering Curriculum (w/ASU)		x		Eight students.
Three-Two Program--Engineering (w/Wake Forest)		x		Zero.
Three-Two Program--Engineering (w/Davidson)		x		Three.
Two-Two Program--Pre-Engineering (w/Wingate)		x		Fifteen.
Agriculture Transfer Program (w/WCU)		x		
Agriculture Transfer Program (w/ECU)		x		

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Agriculture Transfer Program (w/PSU)		x		
Forestry (Pre) Program (w/Wingate)		x		Seventeen students transferred in 1971 and 1972.
Intern Program--Adult Education (w/Rockingham Comm.)			x	
Internship Program--Adult Education (w/Lenoir Co. Comm.)			x	
Internship Program-Adult Education (w/Southeastern Comm. College)			x	
Internship Program--Adult Education (w/Wayne Comm.)			x	
Internship Program-Adult Education (w/W.W. Holding Technical Institute)			x	
Internship Program--Adult Education (w/Sandhills Comm.)			x	
Internship Program-Adult Education (w/Wilson Technical Institute)			x	
Internship Program--Adult Education (w/Caldwell Comm.)			x	
Internship Program--Adult Education (w/Davidson Co. Comm.)			x	
Internship Program--Adult Education (w/Western Piedmont Comm.)			x	
Project Opportunity (w/Duke)			x	Three-hundred and thirteen minority students from Durham county 1968-1973 - program ends in August of 1973.
Graduate Minor in Water Resources (w/UNC-CH)		x		

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Institute of Statistics (w/UNC-CH)			x	Thirty persons (St. dept.)
Graduate Programs & Research in Marine Sciences (w/UNC-CH)			x	Twenty-one faculty members involved and thirty students.
Institute of Environmental Health Studies (w/UNC-CH)			x	
Textile Transfer Program (w/Wingate)		x		Thirty students per year
Textile Transfer Program (w/Surry Comm.)		x		
Textile Transfer Program (w/Wayne Comm.)		x		
Textile Transfer Program (w/Gardner-Webb)		x		
Textile Transfer Program (w/Gaston)		x		
Textile Transfer Program (w/Lenoir Co. Comm.)		x		
Textile Transfer Program (w/Sandhills Comm.)		x		
Textile Transfer Program (w/College of the Albemarle)		x		
Textile Transfer Program (w/Wilkes Comm.)		x		

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Textile Transfer Program (w/Davidson Co. Comm.)		x		
Textile Transfer Program (w/ Isothermal Comm.)		x		
Textile Transfer Program (w/ Rockingham Comm.)		x		
Textile Transfer Program (w/Surry Comm.)		x		
Master of Industrial Engineering Program (w/UNC-G)		x		Twenty students.
Pre-Forestry Program (w/ASU)		x		Five students transferred in 1971 and 1972.
Pre-Forestry Program (w/Campbell)		x		Seven students transferred in 1971 and 1972.
Pre-Forestry Program (w/Chowan)		x		Nine students transferred in 1971 and 1972.
Pre-Forestry Program (w/ECU)		x		Four students transferred in 1971 and 1972.
Pre-Forestry Program (w/High Point)		x		No transfers to date.
Pre-Forestry Program (w/Sandhills Comm.)		x		Six students transferred in 1971 and 1972.
Pre-Forestry Program (w/WCU)		x		Ten students transferred in 1971 and 1972.
Pre-Forestry Program (w/UNC-W)		x		Two students transferred in 1971 and 1972.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING NORTH CAROLINA STATE UNIVERSITY AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Cooperative Five-Year Program in Forestry (w/Shaw)		x		
Electrical Meter School & Conference (w/UNC-W)			x	Thirty continuing education enrollments, 200 participants
Radiology Hygiene Program (w/UNC-CH)			x	Physical facilities.
Educational Talent Search (w/St. Augustine's)			x	
Educational Leadership & Human Relations Center Program (w/St. Augustine's)			x	Three courses w/126 participants. Maintain permanent records on each student, receive & deposit registration fees, issue transcript
Joint Program in Urban Design (w/UNC-CH)			x	Ten students - three members of our facult teach Urban Design courses in our School.
Industrial Ventilation Conference (w/UNC-CH)			x	Eighty-five continuing education enrollments, 100 to 125 participant
Planning & Design in Transportation Engineering (w/UNC-CH)			x	
Fayetteville State University/ Fort Bragg Program (w/FSU)			x	
Center for Environmental Studies (w/UNC-CH)			x	
Clay Plant Operators Forum (a Southern Region bilateral arrangement)			x	Two-hundred participants. Program rotates between NCSU and Clemson University, S.C. - host campus responsible for program facilities, 253 continuing education enrollment

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Cooperative Graduate Program with U. S. Air Force Academy (a national bilateral arrangement)		x		
Applied Mathematics Research Project (a international bilateral arrangement)			x	
Cooperative Raleigh Colleges (w/ Meredith, Shaw, St. Augustine's, St. Mary's, Peace)		x		Participants: NCSU-8 to St.Mary's-7 to NCSU;NCSU-86 to Meredith-140 to NCSU;NCSU-3 to St.Aug.-16 to NCSU;NCSU-0 to Peach-21 to NCSU; NCSU-2 to Shaw-26 to NCSU.
Interchange of Graduate Students (w/UNC-CH, Duke) (Exact number of students varies each semester)		x		Cross registration--students register on own campus for credit course to be taken at any cooperating institution.
Army ROTC Cross-Enrollment Program (w/St. Augustine's, Shaw)		x		
Mass Spectrometry Center for Research Triangle Region (w/UNC-CH, Duke)			x	
Regional Nuclear Laboratory (Triangle Universities Nuclear Laboratory)(w/UNC-CH, Duke)			x	Four persons (PY dept.)
Interlibrary Cooperation Program (w/UNC-CH, UNC-G, Duke)			x	
International Biological Programme (w/Duke, UNC-CH)			x	
National Water Symposium			x	Three-hundred attendees.

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Joint Program in Urban Affairs (w/UNC-CH, UNC-C)		x		(1),30; (2), 0; (3),50
Research Triangle Institute (w/UNC-CH, Duke)			x	
Triangle Universities Computation Center (w/Duke, UNC-CH)			x	
Title III Cooperative Program (w/St. Augustine's, Johnson C. Smith)			x	
Science Curriculum Development HEW Title (w/PSU, UNC-W)			x	
N. C. State Legislative Internship Program (w/UNC-CH, Duke,UNC-C)		x		Spring 1973: 10 students.
Council on Research & Public Service (w/UNC-CH, UNC-G, UNC-C, UNC-A, UNC-W)			x	
All-University Nutrition Council (w/UNC-G, UNC-CH)			x	$200,000 for two years, 40 NCSU faculty involved.
Air Pollution Consortium (w/UNC-CH, Duke)			x	A) Joint planning or programs B) Joint seminars
Water Resources Research Institute (w/UNC-CH, UNC-C, ECU, Duke)			x	Research budget $600,000/year.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Environmental Education (w/ASU, ECU, FSU, NCCU, UNC-C, UNC-CH, UNC-G, WCU)		x		(1) 84; (2) 96 non-credit; (3) 5,407
Marine Science Council (an intrastate multilateral arrangement)			x	Nine people involved; 2 from each of the participating Sea Grant Campuses and a Marine Science Co-ordinator-chaired by the V.P. for Research & Public Service.
Marine Science Sea Grant (w/UNC-CH, UNC-W, ECU)			x	Approx. 34 faculty and 30-40 graduate students involved; $750,000 current funding this year.
Southern Regional Research Projects in Agriculture (a Southern Region multilateral arrangement)			x	
Veterinary Education Through Southern Regional Education Board (w/NC A & T)		x		
Regional Educational Services in Forestry (a Southern Regional multilateral arrangement)			x	In 1971 and 1972, 46 students transferred to the School of Forest Resources from institutions in Ala., Kentucky, Maryland, Tenn., Va., & So. Carolina as a part of these programs.
Center for Research in College Instruction in Science and Mathematics (w/Duke, UNC-CH)			x	
Highlands Biological Station, Inc. (w/Duke, UNC-CH, Wake Forest, N. C. Wesleyan, WCU)			x	
University Cooperative Program & Committee in Statistics (SREB) (w/FSU, Duke)			x	

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Coastal Plains Regional Commission Marine Resource (a Southern Region multilateral arrangement)			x	
Cooperative Graduate Program in Applied Mathematics with NASA at Langley Field (a national multilateral arrangement)		x		
Agronomic-Economic Research on Tropical Soils (a national multilateral arrangement)			x	
Kabul Afghan-American Program (a international multilateral arrangement)			x	Three participants-1 steering committee member (chairman)
Cooperative Oceanographic Program (w/Duke, UNC-CH, ECU)			x	
Organization for Tropical Studies (w/Duke, UNC-CH)		x		
Fertility Evaluation in Tropical Soils (an international multilateral arrangement)			x	
Agricultural Technical Assistance (an international multilateral arrangement)			x	
International Potato Program (an international multilateral arrangement)			x	

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING

NORTH CAROLINA STATE UNIVERSITY

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Water Resources Research Workshop	X			Two workshops during the past year - one on environmental information systems at North Carolina A & T in Greensboro and another on Cape Fear River basin water plan at Fayetteville State University. These workshops addressed attention to the campus involved and have the potential for encouraging faculty where it may not have existed before.
Library Use - Cooperating Raleigh Colleges			X	Shaw University students checked out an average of 175 volumes from the NCSU library per month for the period September 1972 - March 1973.
Title III Grant			X	NCSU is listed as an assisting institution with St. Augustine's. St. Augustine's has the grant.
3 - 2 Program in Textiles with Fayetteville State University		X		No students so far.
Southeastern Plant Environment Laboratories (with Duke University)			X	
Coordinated Research Program in Agriculture and Rural Development (with A & I University)			X	
Regional Research Projects Joint with the Northeastern and North Central Regional Associations of Agricultural Experiment Stations (a National consortium of State Agricultural Experiment Stations)			X	
Consortium in improving course development in agriculture. (North Carolina State Univ., Raleigh; the Univ. of Georgia, Athens; the Univ. of Tennessee, Knoxville; A. & T. State University, Greensboro, North Carolina; Fort Valley, Georgia; and Tennessee A. & I.			X	Faculty workshop in developing instructional packets held in Durham on January 24 and 25, 1973 by North Carolina State University and A. & T. State University. Approximately 40 participants from the two campuses.

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
1890 Extension Program at A. & T. (funded through NCSU)			x	42 Positions
City-University Coordination	x			10
Masters of Industrial Engineering w/UNC-Greensboro			x	3 courses w/30 participants Receive & deposit tuition checks, order texts & resource materials, pay instructor's salary, reimburse travel expenses, maintain permanent records on each student, issue transcripts, certify to Veteran's Administtation.
Two credit courses w/College of the Albemarle			x	37 participants physical facilities
Four credit courses w/Guilford Technical Institute			x	79 participants physical facilities
Three credit courses w/UNC-Asheville			x	54 participants physical facilities
Three credit courses w/UNC-Charlotte			x	49 participants physical facilities
One credit course w/Rowan Technical Institute			x	17 participants physical facilities
One credit course w/Rockingham Community College			x	8 participants physical facilities
One credit course w/Johnston Technical Institute			x	24 participants physical facilities
One credit course w/Gaston Technical Institute			x	12 participants physical facilities
Three credit courses w/Forsyth Technical Institute			x	69 participants physical facilities
One credit course w/Wayne Community College			x	9 participants physical facilities

* e.g., Number of persons involved and/or other measures of utilization.

[illegible]

NORTH CAROLINA STATE UNIVERSITY

AND OTHER INSTITUTIONS, [illegible], 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
One credit course w/James Sprunt Institute			x	20 participants physical facilities
One credit course w/Fayetteville Technical Institute			x	12 participants physical facilities
Two credit courses w/Beaufort Technical Institute			x	57 participants physical facilities
One credit course w/Robeson Technical Institute			x	23 participants physical facilities
One credit course w/Lenoir Community College			x	13 participants physical facilities
One credit course w/Halifax Technical Institute			x	22 participants physical facilities
One credit course w/Elizabeth City State University			x	10 participants physical facilities
One credit course w/McDowell Technical Institute			x	27 participants physical facilities
Three credit courses w/UNC-Greensboro			x	39 participants physical facilities
One credit course w/Coastal Carolina Community College			x	36 participants physical facilities

[illegible]

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
NORTH CAROLINA STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Development of undergraduate program in Landscape Architecture and Environmental Design (North Carolina A & T Univ.)			X	1 faculty member involved as Dept. Head (on our campus) and Amer. Society of Landscape Architects' consultant. Support objectives include faculty exchanges for workshops and courses, courses on NCSU campus for A&T students, and possible entire semester here.
Goals for Raleigh (Cooperating Raleigh Colleges as well as Broughton High School and a community group)			X	Sponsored by Urban Affairs and Cooperating Raleigh Colleges. Project involves 5 studios and, therefore, 5 School of Design faculty. Project involves a total of 28 faculty and approximately 90 students. Through community group participation, large numbers of women and Blacks are involved (see attached diagram).
Charrette Project (Fayetteville Technical Inst.)			X	Charrette project involving Department of Architecture faculty and architectural technology students. Initial charrette held in 1972 was successful and will serve as a model for future cooperative projects.

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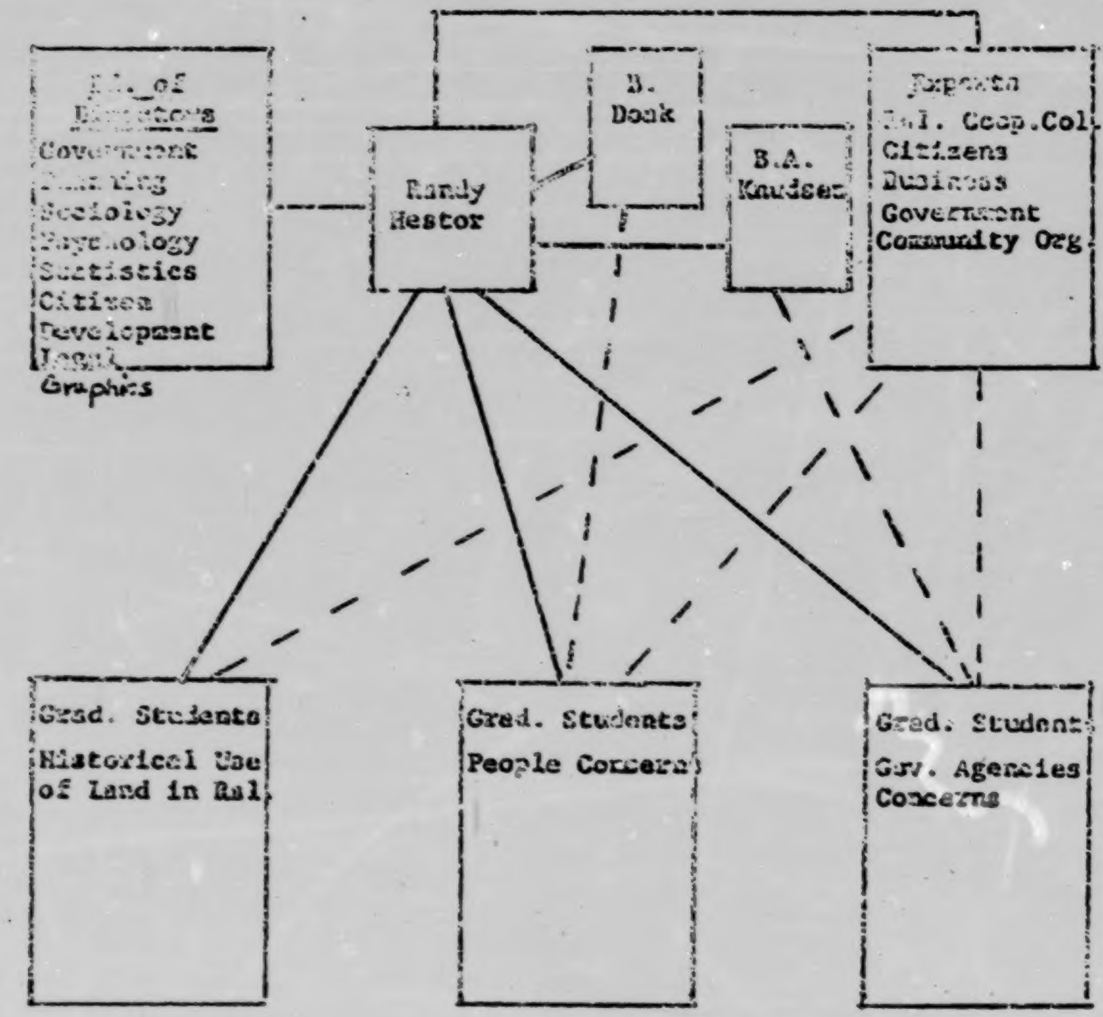
* e.g., Number of persons involved and/or other measures of utilization.

GOALS FOR RALEIGH



PURPOSE: To provide a set of aims and goals for Raleigh as a tool for planning

To provide a vehicle for training graduate students in the School of Design, Center for Urban Affairs and Community Services, N.C. State University and Cooperating Raleigh Colleges

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING NORTH CAROLINA STATE UNIVERSITY AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Two-Two Transfer Programs in Conservation, Recreation, and Pulp and Paper Technology - Fayetteville State University		x		Since established in 1971, no students have transferred to NCSU
Two-Two Transfer Programs in FOR, CON, REC, WPS & PPT - Tuskegee Institute		x		No students since established in 1968
Two-Two and Two-Three Programs in Forestry - North Carolina A & T State University		x		In the process of being established.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
PEMBROKE STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Agriculture Transfer Program (w/ NCSU)		x		
Transfer Program (w/Southeastern Comm.)		x		
Transfer Program (w/Coastal Carolina Comm.)		x		
Cooperative Library Improvement (w/UNC-W)			x	
Library Catalog Cooperative (w/St. Andrews)			x	
Library Joint Use Project (w/St. Andrews)			x	
Institutional Development (w/Sandhills Comm.)			x	
Institutional Development (w/Southeastern Comm.)			x	
Advancement Studies (w/Wayne Comm.)			x	
Title III--Development & Expansion of Resources (a Southern Region Bilateral arrangement)			x	
Computer Informal (a national bilateral arrangement)			x	
Science Curriculum Development HEW Title (w/NCSU, UNC-W)			x	

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
PEMBROKE STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Library Improvement Assistance (w/Mount Olive, Wayne Comm.)			x	
Conversion to LC Classification (w/Mount Olive, Wayne Comm.)			x	
Advancement Studies (w/Wayne Comm., ECU)			x	
Library Reclassification (w/Sandhills Comm., Wayne Comm.)			x	
Transfer Program (w/Fayetteville Technical Institute)		x		
Transfer Program (w/Anson Technical Institute)		x		
Transfer Program (w/Richmond Technical Institute)		x		

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* e.g., Number of persons involved and/or other measures of utilization.

INTER-INSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Asheville Graduate Center (w/UNC-G)		x		83 students have participated
Classical Studies Consortium (w/UNC-CH)		x		Established fall 1972
Council on Research & Public Service (w/ASU. ECU. ECSU. FST. NCA&T. NCCU, NCSA. NCSU. PSU. UNC-A. UNC-CH. UNC-C. UNC-G. UNC-W. WSU. WSSU)			x	Dr George Kramer represents UNC-A on the council
Council on Continuing Education (w/ASU.ECU. ECSU. FSU. NCA&T. NCCU. NCSA. NCSU. PSU. UNC-A UNC-CH UNC-C. UNC-G. UNC-W. WSU. WSSU)			x	Dr George Kramer represents UNC-A on the council
Engineering Operations Program (w/NCSU)			x	1 student finished Jan 1973 and transfered to NCSU-4 students withdrew from program and earned degree in physics at UNC-A, 6 students currently in program
Environments of N.C. (w/UNC-W)		x		A comparative biological study of the environments of the mountains and sea coast - 12 UNC-A and 12 UNC-W students for 6 hours credit
Facility Sharing (w/WCU)			x	Facilities made available for extension programs
Graduate program in Social Work (w/UNC-CH)			x	UNC-A facilities are made available to UNC-CH faculty who bring the program to the residents of Western North Carolina
N.C. Educational Computing Service (w/ASU Ab Technical Institute Belmont Abbey College. Bennett College Campbell College. Central Piedmont Comm. College, College of the Albemarle, ECSU Gaston College, Guilford College High Point College Lenoir Comm. College Lenoir-Rhyne College NCA & TSU. Pfeiffer College, Queens College. Rockingham Comm College, St. Andrews Presb College, Salem College, UNC-A, Wake Forest, Warren-Wilson College, Western Piedmont Comm. College)			x	Students in biology. chemistry. economics education history. mathematics physics. political science. psychology. sociology statistics benefit from arrangement

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Studies Abroad Program (w/UNC-C, UNC-CH)			x	Students from N.C. attend classes at Oxford Univ., England during summer: 40 in 1969, 48 in 1970. 45 in 1971. 65 in 1972, and 80 registered for 1973
University of North Carolina Television (w/UNC-CH)			x	Sociology of Education by Dr. Walter Boland fall 1972; 16 students for credit
UNC-A -- Mars Hill Limited Consortium		x		5 students attended Mars Hill for Educ & Foreign Languages. 1972

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Graduate Minor in Water Resources (w/NCSU)		x		Twenty public health, two city & regional planning.
Institute of Statistics (w/NCSU)			x	Issuance of Institute of Statistics Mimeo Series (technical reports in statistics field published by the Department of Biostatistics & Department of Experimental Statistics, NCSU). The Mimeo Series has a world-wide distribution.
Graduate Programs & Research in Marine Sciences (w/NCSU)		x		Twenty-five.
Institute of Environmental Health Studies (w/NCSU)		x		Thirty.
Reciprocal Agreement with UNC-Duke (w/Duke)		x		History = 3 Duke students coming to UNC.
Psychoanalytic Training Program (w/Duke)		x		
Informal Consortium on International Health (w/Duke)			x	
Joint M.D.-M.P.H. Program (w/Duke)		x		Three.
Cooperative Program in Russian and East European Studies (w/Duke)			x	History = 4 faculty, 12 to 15 graduate students.
Duke-UNC Cooperative Program in East Asian Studies (w/Duke)			x	History = one faculty member.
Joint Program in Urban Design (w/NCSU)	x			Ten to twelve a year.
Industrial Ventilation Conference (w/NCSU)			x	One-hundred and fifty.
Planning and Design in Transportation Engineering (w/NCSU)			x	One to two year; two separate degrees awarded.

*Number of persons involved and/or other measure of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Cooperative Program in Slavic Studies (w/Duke)	x			
A Pilot Study of the Social and Educational Impact of School Desegregation in North Carolina (w/NCSU)			x	Program to be completed June, 1973.
Internship Program (w/Rockingham Comm.)		x		
UNC Undergraduate Extension Journalism (w/UNC-C)		x		
M.A.T. Internship (w/Surry Comm.)		x		
Center for Environmental Studies (w/NCSU)			x	
Archeological Excavation on W.W.C. Site of Cherokee Village (w/Warren Wilson)			x	
International Program in Sanitary Engineering Design (an international bilateral arrangement)			x	Twenty-year.
Upward Bound Project (w/WSSU, UNC-G, NC A & T, Mars Hill, N.C. Wesleyan)			x	
Interchange of Graduate Students (w/NCSU, Duke)		x		One graduate student from Duke taking Geology, two journalism minors from NCSU.
Mass Spectrometry Center for Research Triangle Region (w/Duke NCSU)			x	
Triangle Universities Nuclear Laboratory (Triangle Universities Nuclear Laboratory)(w/Duke, NCSU)			x	
Multiversity Program (w/Duke, Bowman-Gray School of Medicine)			x	
International Biological Programme (w/Duke, NCSU)			x	Botany - one faculty; three students, fifty scientists from Research Triangle.

* (4)., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Piedmont Urban Policy Conference (w/UNC-G, UNC-C)			x	
Wrightsville Beach Marine Biomedical Laboratory (now part of UNC-W)			x	
Southern Water Resources & Pollution Control Conference (w/Duke)			x	One-hundred and fifty.
Joint Program in Urban Affairs (w/NCSU, UNC-C)	x			
Research Triangle Institute (w/ NCSU, Duke)			x	
Triangle Universities Computation Center (w/Duke, NCSU)			x	The major source of computing power for all three universities. Annual budget for TUCC is about $1.5 million.
Cooperative Medical Libraries Acquisition Program (w/Duke, Bowman-Gray School of Medicine)			x	
Regional Medical Program (w/Duke, Bowman-Gray School of Medicine)			x	Terminating July 1, 1973.
Cancer Information Service--NCRMP (w/Duke, Bowman-Gray School of Medicine)			x	
Council on Research * Public Service, (w/NCSU, UNC-G, UNC-C, UNC-A, UNC-W)			x	
Air Pollution Consortium (w/NCSU, Duke)			x	Fifty.
Water Resources Research Institute (w/NCSU, UNC-C, ECU, Duke)			x	Twenty public health, 3 city and regional planning.
Southern Municiple & Industrial Waste Conference (w/NCSU, Duke)			x	
Marine Science Sea Grant (w/NCSU, UNC-W, ECU, Col. of the Albemarle)			x	Botany - one faculty member, one student.

* e.g., Number of persons involved and/or other measures of utilization.

[illegible]

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

[illegible] 1973

Title of Arrangement	CATEGORY (check appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM (4)
Mid-Atlantic Region--Regional Medical Library Program (w/Duke, Bowman-Gray School of Medicine)			x	
Center for Research in College Instruction in Science & Mathematics (w/Duke, NCSU)			x	
Highlands Biological Station, Inc. (w/Duke, NCSU, Wake Forest, N.C. Wesleyan, WCU)			x	
University Cooperative Program & Committee in Statistics (SREB) (w/Duke, FSU)			x	Publishes an annual summary of Graduate Schools of Statistics in the South, and has an annual convention.
Revitalization of Physics Program Project (w/UNC-C, UNC-W, Central Piedmont Comm., Western Piedmont Comm., Rockingham Comm., Warren Wilson, NC A & T, Kittrell, Pfeiffer)			x	Federal funding terminated.
Intercollegiate Center for Classical Studies (Rome)(w/Duke)			x	1972-73 = two faculty members, one student from UNC, 28 students & 3 faculty from other American University.
Cooperative Oceanographic Program (w/Duke, NCSU, ECU)	x			
Organization for Tropical Studies (w/Duke, NCSU)	x			Botany - one faculty.
Inter-University Consortium for Political Research (w/Duke)			x	
UNC-Duke Cooperative Program in Humanities			x	
Highway Safety Res. Center (w/NCSU)			x	
Consortium of Five N.C. State Baccalaureate Nursing Programs (UNC-CH, UNC-G, UNC-C, ECU, WCU)	x		x	This is a continuing education project which has been approved but not, as yet, funded.
Four State Consortium to Improve Graduate Education	x	x		A proposed consortium of the graduate nursing faculties in Maryland, West Virginia, Virginia and N.C. Proposal has been submitted [illegible] to NIH.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Duke-UNC Cooperative Judaic Studies Program	x	x		
Geological Research Programs - Coastal Plain & Shore Processes (w/Duke, UNC-C, UNC-W, NCSU)		x		
Cooperative Program in Russian & East European Studies (w/Duke)			x	Faculty members: 17 from UNC, 10 from Duke.
Universidad Catolica de Chile (an international bilateral arrangement)			x	Two faculty, two students.
Facultad Latinoamericana de Ciencias Sociales (an international bilateral arrangement)			x	One faculty, four students.
Cooperative Program in Latin American Studies (w/Duke)			x	Sixty-two faculty (47 from UNC, 15 from Duke)
Pharmacist-Physician's Associate Training Program (w/Duke)		x		Seven students have entered the program, and five have remained.
Planning the Role of Higher Education in Winston-Salem (w/WSSU, Wake Forest, Salem College, NC School of the Arts)			x	Five.
Center for the Study of Desegregation (w/NCCU)			x	Three.
Institute of Speech & Hearing Sciences (w/Duke)	x		x	One faculty member at Duke has a clinical assistant professorship with us and students receive clinical practicum training in several clinical settings at Duke.
Annual Joint Meeting of the Erasmus Club of Duke and the Philological Club of UNC	x		x	A public lecture by a distinguished faculty member of one of the institutions. The two universities alternate years in providing the speaker and the place.
Institute of Policy Sciences & Public Affairs (UNC Faculty Member teaching course in Health Policy) (w/Duke)			x	Two students, one faculty.

* i.e., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Duke/UNC Occasional Papers on Soviet Input/Output (w/Duke)			x	One faculty, one student.
Sociology-NSF Undergraduate Research		x		Students from Shaw, Guilford, Bennett, NC A & T. (One student from each.)
Mass Spectrometry Center (Chemistry)			x	Approximately 1000 samples/year are submitted by scientists in the region.
Southern Medical Schools Consortium			x	Thirty-two southern medical schools.
Dental Laboratory Technician Program (w/Durham Technical Institute)	x			One student.
Research of Immunology of Periodontal Disease (w/Duke)	x			One student.
Intern Teaching Experience in Dental Auxiliary Teaching Education				
(w/Wayne Comm. College, Goldsboro, N. C.)	x	x		One student, 5 faculty.
(w/Guilford Technical Institute, Jamestown, N.C.)	x	x		One student, 5 faculty.
(w/Durham Technical Institute, Durham, N.C.)	x	x		One student, 5 faculty.
Graduate Residence Center for M.A. in Latin or Greek (w/UNC-A)			x	UNC-A faculty to offer UNC-CH courses in Asheville.
Cooperative Library Borrowing Program (w/the other 15 institutions of UNC)			x	Faculty members & graduate students of all institutions are eligible. Approx. 600 individuals at UNC-CH now hold system-wide I.D. cards entitling them to borrow from other libraries. Utilization of UNC-CH library by faculty & students of other institutions estimated at 1,800.

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* e.g., Number of persons involved and/or other measures of utilization.

[illegible] ARRANGEMENTS [illegible] INVOLVING

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Joint Library Book Truck Delivery Program (w/the libraries of Duke, Duke Medical Center, NCSU, N.C. State Library & Research Triangle organizations.)			x	Approx. 6,000 volumes per year transferred among these libraries.
Gottingen Exchange Program		x		Each year, 2 students from UNC go to Gottingen on an exchange.
University of Lyon, France		x		UNC sends 2 students to Lyon & receives one from them.
Ecole des Hautes Etudes Commerciales		x		UNC sends 1 student to the Ecole & receives 1 from them.
French Government Exchange (Paris)		x		UNC sends 1 student & receives 1 in exchange.
Institute of Nutrition (w/UNC-G, NCSU)	x			250 faculty members.
N.C. Health Manpower Program				Involves a Consortium of Universities and Health Centers, & is projected to include the UNC system.
a) summer program	x	x	x	
b) recruitment & counseling program	x	x	x	
c) projected regional centers for career guidance	x	x	x	
Office of Allied Health Sciences (This is not a formal arrangement)			x	Represents UNC's interest in helping to strengthen Allied Health Programs with community & senior colleges. Particular assistance has been given to WSSU, NCSU, & Elizabeth City State University.
Triangle Universities Nuclear Laboratory (w/Duke & NCSU)	x	x	x	Twelve.
Graduate Social Work Program				
1) w/UNC-A			x	Nine students
2) w/UNC-C			x	Sixteen students
3) w/ECU			x	Nine students
4) w/UNC-W			x	Seven students
Continuum education agreements being developed between graduate social work program at UNC-CH & CSWE approved undergraduate school at A & T, ECU, Meredith, Livingstone, UNC-G, WCU.			x	Faculties of all schools involved.

* [illegible] persons involved and/or [illegible] quantification.

[illegible]

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

AND OTHER INSTITUTIONS, MARCH, 197[illegible]

Title of Arrangement	CATEGORY (Check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Program (3)	MAGNITUDE OF PROGRAM (4)
Inter-Institutional Registration (w/UNC-G, NCSU, Duke, NCCU, UNC-C) Students from these institutions may take courses at any of the participating institutions while registered on their home campus. No cost.		x		100-120 students/year

[illegible] ation.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Child Development Institute
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Sampson County Planning Project			X	Professional consultation for county wide early education development.
Technical Assistance/DD			X	Planning and evaluation assistanc to developmental disabilities councils in 56 states & territori
Technical Assistance Development Systems (TADS)			X	Professional consultation for planning and evaluation to 90 HCEEP Centers
Title III			X	Cooperative program Chapel Hill City Schools for demonstration and evaluation of public school programs for educable retarded children.
Chapel Hill Public School Kindergarten			X	Joint operation of the state supported kindergarten in institute facilities
Day Care Staff Training (Durham Technical Institute)	X			Average of 70 students per year
Mental Health Consultation to Day Care Centers (Orange-Person-Chatham Mental Health Center)			X	On site training and evaluation to 40 day care centers in tri-county area (staff equivalent to 200)
Pulmonary Function Laboratory for Young Children (EPA)			X	Provision of laboratory facilities for EPA computer installation.

* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Carolina Population Center
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM (4)
1. Assistance to the Institute for Population and Social Research at Mahidol University, Bangkok, Thailand (an international, multi-lateral agreement).			x	full-time resident representative
2. Assistance to the Faculty of Nutrition and Dietetics, Pontifical University Javeriana, Bogota, Colombia (a joint curriculum development and responsible parenthood action research program).			x	full-time resident representative
3. Assistance to the Instituto de Estudios Superiores de Administracion, Caracas, Venezuela (a joint program to provide management skills input to reponsible parenthood programs).			x	
4. Assistance to Pahlavi University, Shiraz, Iran (a population program development project).			x	
5. Assistance to the International Population Policy Consortium (an international, multi-lateral group of universities involved in population policy action research).			x	
6. Assistance to the University Population Program's International Study Group (an international, multi-lateral group of university heads studying the phenomena associated with the development of university-based population programs).			x	
7. Assistance to the University of Ghana, Accra, Ghana (an international, multi-lateral project of population program development and action research).			x	full-time resident representative

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS BETWEEN
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Institute on Industrial Development			X	Week-long course in industrial development conducted by Dr. Barry Moriarty for selected officials drawn from public utilities, banks and state divisions and who are involved with developmental policies. Joint activity - Geography Department UNC-Chapel Hill and Department of Natural and Economic Resources, Division of Industrial, Tourist and Community Resources. Involves some participation by students in Dr. Moriarty's course in industrial development.
UNC-Chapel Hill - Army Research Office Project **			X	Research project entitled "Micro-Climatic Influences on the WBGT Index for Measuring Heat Stress in Individuals." Dr. Richard Kopec - Dept. of Geography, UNC-CH, and Dr. Arthur Dodd of Army Research Office, Durham. Joint study which will probably employ two students from Geography Department in a research capacity.
C.P. & L. - Robinson research project. **			X	Study sponsored by C.P. & L. to measure characteristics of the atmosphere-waterbody interface. Dr. Peter Robinson of the Dept. of Geography, UNC-CH will be the chief investigator. Will employ at least one student as research assistant.

** Final confirmation not yet obtained although there seems to be little doubt that the projects will get final approval before long.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
AND OTHER INSTITUTIONS, MARCH, 1973

	CATEGORY (check as appropriate)			
Title of Arrangement	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Social Work courses at Charlotte (w/UNC-CH)		x		Interinstitutional arrangement for enrollment in courses: 12 students fall 1972-73, 12 students spring 1972-73.
Internship Program in Community Education and Service (w/Charlotte Area Educational Consortium)	x	x		Sixty students, 6 faculty. Academic credit and payment for services for approved projects.
Charlotte Area Educational Consortium (w/Barber-Scotia, Belmont Abbey, Gaston, Davidson, Johnson C. Smith, Central Piedmont Comm., Queens, Sacred Heart, and Wingate)		x		Student exchange 1972-73 academic year: 53 students at UNC-C from other institutions, 107 UNC-C students at other institutions.
Annual Conference of Presidents of Community Colleges and Technological Institutions (w/Comm. Colleges)			x	Fifty-six college presidents and Department of Community Colleges, N. C. State Board of Education.
Piedmont Urban Policy Conference, Inc.			x	UNC-C's Institute for Urban Studies and Community Service serves as the secretariat for this statewide non-profit organization - 72 members.
Council on Urban Affairs			x	Coordinate program development through Office of Vice President for Research and Public Service Programs, General Administration, The University of North Carolina.
North Carolina Environmental Education Program (The University of North Carolina)	x	x	x	Coordinated through N. C. State University - conferences, seminars, monographs, speakers bureau.
Metrolina Library Association (w/Davidson, Duke, Catawba, Queens, Central Piedmont Comm., Johnson C. Smith, Pfeiffer, Sacred Heart, Wingate)			x	Also, representatives from municipal libraries.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Council on Continuing Education Programs (The University of North Carolina			x	Coordinated program development through Office of Vice President for Research and Public Service Programs, General Administration, The University of North Carolina. Designated representative from each campus.
Charlotte Area Educational Consortium Writers' Workshop	x	x		Forty participants.
Community Service and Continuing Education Center			x	Coordinates Title I efforts through Higher Education Act of 1965 for Charlotte Area Educational Consortium.
Law Enforcement and Administration Program		x		Transfer of A.A. degree holders of Police Science from community colleges to UNC-C. Students at freshman and sophomore level take courses through Charlotte Area Educational Consortium. Ninety majors in program, spring 1973.
Council on Research and Public Service Programs (The University of North Carolina)			x	Research administrators from the campuses of The University of North Carolina.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Graduate Student Cooperation (w/NCSU)		X		12 students (from N.C. State U)
Master of Industrial Engineering Program (w/NCSU)		X		42 students
Asheville Graduate Center (w/UNC-A)		X		
Faculty/Course exchange (Physics) (w/NCA&T State U)	X	X		2 Faculty 10 UNC-G students 7 NC A&T SU students
*Student exchange (w/UNC-CH)				22 students (13 from UNC-CH 9 from UNC-G)
Greensboro Regional Consortium (w/Bennett, Greensboro, Guilford, High Point, NC A&T SU)		X		47 students to and from UNC-G
Coordinated undergraduate program in social welfare (w/NC A&T SU) (Joint planning and supervision of field experience)		X	X	56 students 6 faculty
Project Upwa[illegible]ound (w/NC A&T SU) (Joint program)			X	Summer 1972: 100 students
Joint Program for Summer Study Abroad (w/Guilford)			X	1972: 20 UNC-G students at 2 centers
UNC-G Extension courses at Guilford Technical Institute			X	277 course enrollments
UNC-G Extension courses at Randolph Technical Institute			X	301 course enrollments
Graduate cooperation in Textiles and in Food Science (w/NC State U)		X	X	Student exchange included above in Graduate Student Cooperation (w/NC State U) Faculty research is also involved
Population Center (w/UNC-CH)			X	Faculty and graduate research in Geography, Home Economics and Sociology.

*e.g. Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVENTORY
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Coordinated use of clinical facilities in Nursing (w/GTI and NC A&T SU)			X	118 UNC-G students 118 NC A&T SU students 48 GTI students
Cooperative planning for use of facilities at NC Baptist Hospital in Nursing (w/WSSU & Forsyth Technical Institute)			X	75 WSSU students 40 FTI students 175 NCBH students 72 UNC-G students
N.C. Educational Computing Service (w/most N.C. schools and colleges)			X	
Joint planning and student selection for 1973 Summer Internships in Government and Politics of Greensboro (w/Greensboro Consortium schools)			X	
Council on Research and Public Service (w/NC State U, UNC-CH, UNC-G, UNC-A, UNC-W)			X	
All-University Nutrition Council (w/NC State U, UNC-CH)			X	
Environmental Education (w/ASU, ECU, FSU, NCCU, UNC-C, UNC-CH, WCU, NC State U)		X		
Piedmont Urban Policy Conference (w/UNC-CH, UNC-C)			X	
Research in Home Economics (w/NC State U)			X	
Library: Cooperative Lending Agreement (16 UNC campuses plus Duke)			X	
Library: Lending rights for Consortium students (w/Bennett, Greensboro, Guilford, High Point, NC A&T SU)			X	
Southeastern Library Network (computer-based bibliography) (w/84 institutions)			X	

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Pre-Forestry Program (w/NCSU)		x		
Pre-Engineering (w/NCSU)		x		
Pre-Agriculture (w/NCSU)		x		
N. C. Educational Computing Service (w/UNC-A, UNC-G, ASU, ECSU, NCA&T, NCCU, ECU, WCU, Central Piedmont Comm. Col., Col. of Albemarle, Gaston Lenoir Co. Comm., Rockingham Comm., Western Piedmont Comm., Belmont Abbey, Bennett, Campbell, Guilford, High Point, Lenoir Rhyne, Pfeiffer, Queens St. Andrews, St. Augustine's, Salem, Wake Forest, Warren Wilson)			x	
niversity Council on Research (w/NCSU, UNC-CH, UNC-G, UNC-C, UNC-A, CU, ECSU, WCU, PSU, NCCU, NCA&TU, SSU, FSU, [redacted])			x	
niversity Council on Public Service rograms (w/NCSU, UNC-CH, UNC-G, UNC-C, NC-A, ECU, ECSU, WCU, PSU, NCCU, CA&TU, WSSU, FSU, ~~ECSU~~)			x	
arine Science Sea Grant (w/UNC-CH, CSU, ECU)			x	
nter-Institutional Research Cooperation (Title III w/PSU)			x	
ducational Computing HAMSTER (Title III w/PSU, Southeastern Comm. ol., St. Andrews)			x	
nterlibrary Loan: An agreement among ibraries by which we borrow from and end to other libraries throughout he country.			x	

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* e.g., Number of persons involved and/or other measures of utilization.

[illegible] INVOLVING

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

AND OTHER INSTITUTIONS, MARCH, 1974

Title of Agreement	CATEGORY (Check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM (4)
University of North Carolina Cooperative Library Lending Agreement: An agreement between the participating libraries of the University of North Carolina by which faculty, administrative officers, professional members of library staffs and graduate students are permitted staff privileges and home use borrowing from all libraries of the participating institutions.			x	
Southeastern Library Network (SOLINET): Through the use of electronic data processing and telecommunications, the interlibrary network of 84 member libraries throughout the ten southern states now being organized will make available the bibliographic record and resources of the member libraries for use of all of the other libraries.			x	
The North Carolina State Library Film Service: Through an agreement with the North Carolina State Library, films may be borrowed by institutions throughout the State.			x	
Marine Literature: Serial Publications in Libraries of the Coastal Plains Region. Pt. II, North Carolina, March, 1973: Through a contract agreement with the Coastal Plains Center for Marine Development Services and the University of North Carolina at Wilmington, William Madison Randall Library, the work on the above publication has just been completed. This is a listing of serials in the marine and related environmental sciences found in 31 libraries in North Carolina with their location designations.			x	

[illegible]

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
WESTERN CAROLINA UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
Pre-Forestry Program (w/NCSU)		x		Approximately 50 enter the program yearly. Approximately 12-15 students transfer to upper level forestry programs yearly.
Environmental Education (w/ASU, ECU, FSU, NCCU, UNC-C, UNC-CH, UNC-G, NCSU, Duke)			x	Provide help in developing a state plan for environmental education for N.C. and adult education opportunities.
Highlands Biological Station, Inc. (w/Duke, UNC-Ch, NCSU, Wake Forest, Wesleyan College (Ga.), Clemson, Emory, Florida State, University of Florida, University of Georgia, University of Tennessee, Vanderbilt)			x	Research activity supported by member institutions. Basic biological research in Southern Appalachian, research facilities are used by at least 100 faculty members/students annually. Facilities are also used for scientific conferences.
Agriculture Transfer Program (w/NCSU)		x		Five to 6 students annually enrolled.
Physical Science Group of the College of the Sacred Heart (w/S.W. Minnesota State and Rhode Island State)			x	Curriculum development program for preparing Physics-Chemistry teachers.
Planning & Zoning Education in Western North Carolina (w/ASU, Surry Comm. Col., Isothermal Comm. Col., Western Piedmont Comm. Col., Caldwell Comm. Col., Mayland Tech, Wilkes Comm. Col., Catawba Valley Tech.)			x	Provide land use planning and education for citizens of N.C.

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* e.g., Number of persons involved and/or other measures of utilization.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING

WINSTON-SALEM STATE UNIVERSITY

AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate) Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	MAGNITUDE OF PROGRAM* (4)
Winston-Salem State & Bowman-Gray Agreement (w/Bowman-Gray School of Medicine)			x	See next page.
Piedmont University Center (w/Barber-Scotia, Belmont Abbey, Bennett, Catawba, Davidson, Elon, Greensboro, Guilford, High Point, Johnson C. Smith, Lenoir Rhyne, Livingstone, Mars Hill, Pfeiffer, Queens, St. Andrews, Salem, Wake Forest, NC A & T, N.C. School of the Arts)			x	
Upward Bound Project (w/UNC-CH, UNC-G, NC A & T, Mars Hill, N.C. Wesleyan)			x	
Six Institution Consortium (w/ Barber-Scotia, Bennett, Livingstone, St. Augustine's, Shaw)			x	
Academic Urban Affairs Consortium of Winston-Salem (w/Salem, Wake Forest, N.C. School of the Arts)			x	
Cooperative College Development Program--Title III (w/ECSU, FSU, Livingstone)			x	
College Placement Services Consortium (w/Barber-Scotia, Bennett, ECSU, Johnson C. Smith, Livingstone, NC A & T, NCCU, FSU, St. Augustine's, Shaw)			x	

[illegible]

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS INVOLVING
WINSTON-SALEM STATE UNIVERSITY
AND OTHER INSTITUTIONS, MARCH, 1973

Title of Arrangement	CATEGORY (check as appropriate)			MAGNITUDE OF PROGRAM* (4)
	Faculty Exchange (1)	Student Exchange (2)	Other Programs (3)	
WSSU School of Nursing with Forsyth Medical Park, N. C. Baptist Hosp., Amos Cottage, Forsyth Health Dept. V. A. Hosp. in Salisbury, Family Planning Program of Forsyth, Forsyth Dep.t of Mental Health, MediCenter			x	Seventy-five students.
Teacher Corps			x	Twenty-four.
WSSU and Salem College - an interinstitutional cooperative arrangement whereby physical facility (auditorium) of Salem is used.			x	

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* e.g., Number of persons involved and/or other measures of utilization.

Appendix UNC-44

TABLE 8.

HOME COUNTY OF IN-STATE UNDERGRADUATE STUDENTS IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION, FALL 1973

COUNTY	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	TOTAL
Alamance	185	173	1	10	55	44	2	279	10	-	275	92	185	8	65	20	1,404
Alexander	40	3	1	-	1	-	-	21	-	1	19	4	10	1	11	1	113
Alleghany	22	2	-	-	-	-	-	12	-	1	8	2	7	1	9	1	65
Anson	24	17	-	3	19	15	-	37	15	-	50	28	19	-	7	17	251
Ashe	93	-	-	-	-	-	-	21	-	2	15	3	15	-	-	-	149
Avery	77	1	-	-	-	-	-	12	1	7	8	-	3	2	8	-	119
Beaufort	10	205	20	14	10	29	1	63	2	-	71	2	16	4	-	8	455
Bertie	2	80	28	8	10	28	-	19	-	-	24	-	7	5	1	6	218
Bladen	22	26	5	39	34	24	-	38	73	-	45	2	15	29	5	6	363
Brunswick	10	18	5	10	19	13	-	18	10	-	21	1	8	102	5	10	250
Buncombe	133	49	3	-	33	33	6	208	2	680	260	30	62	5	637	23	2,164
Burke	151	20	-	4	3	8	4	67	1	5	110	16	28	3	109	8	537
Cabarrus	133	55	1	-	22	21	1	102	2	-	126	287	51	2	68	14	885
Caldwell	203	24	-	-	18	5	6	58	-	5	79	14	18	2	39	8	479
Camden	-	9	39	2	-	5	-	2	-	-	5	-	-	-	1	-	63
Carteret	5	121	11	11	14	12	-	51	3	-	84	4	14	35	7	-	372
Caswell	15	4	3	-	21	19	-	22	2	-	11	6	12	-	6	16	137
Catawba	230	38	1	3	6	12	4	186	5	4	181	88	74	2	115	5	954
Chatham	19	22	-	22	29	33	-	61	3	1	98	2	22	3	11	3	329
Cherokee	3	3	-	-	1	-	2	13	-	5	13	-	5	-	89	-	134
Chowan	3	50	50	5	6	10	-	27	1	-	21	-	4	-	2	3	182
Clay	2	-	-	-	-	-	1	-	-	1	6	-	-	-	19	-	29
Cleveland	90	13	3	7	21	21	-	89	1	2	131	102	19	1	149	11	660
Columbus	27	68	4	34	57	22	1	67	81	-	95	6	25	65	11	8	571
Craven	11	242	30	17	44	57	-	97	2	-	117	12	16	12	10	16	683
Cumberland	94	318	4	505	77	77	10	322	276	1	368	38	85	60	75	23	2,333
Currituck	2	12	21	-	2	1	1	11	1	-	6	-	1	1	1	1	61
Dare	2	25	16	-	-	-	27	4	1	-	12	2	2	4	2	-	97
Davidson	144	36	-	-	31	15	2	145	4	2	140	66	133	6	65	13	802
Davie	21	3	-	-	3	3	3	31	1	4	30	14	19	1	10	9	152
Duplin	8	89	1	56	37	34	-	53	4	-	56	1	17	72	7	8	443
Durham	104	214	4	5	111	723	-	344	22	3	672	25	107	10	59	30	2,433
Edgecombe	24	209	25	45	52	78	-	93	2	1	83	2	16	8	6	20	664
Forsyth	329	245	12	15	138	66	-	401	9	18	592	238	496	25	174	578	3,336
Franklin	11	32	1	4	43	24	-	84	1	-	51	1	16	5	5	10	288

TABLE 8. (Cont.)

HOME COUNTY OF IN-STATE UNDERGRADUATE STUDENTS IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION, FALL 1973

COUNTY	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	TOTAL
Gaston	158	39	4	8	32	26	-	154	-	3	237	260	68	8	148	21	1,166
Gates	2	22	20	8	12	12	-	13	-	1	19	-	9	-	1	2	121
Graham	-	-	-	1	1	-	-	1	-	-	7	-	3	-	44	-	57
Granville	13	44	-	4	30	44	-	51	4	-	62	4	4	-	5	7	272
Greene	2	44	4	4	11	7	-	10	2	-	24	-	5	1	-	-	114
Guilford	396	276	5	9	903	105	4	561	14	9	841	120	1,866	56	249	45	5,459
Halifax	17	127	29	19	71	76	1	93	2	-	89	-	16	3	10	11	564
Harnett	34	94	1	30	16	19	-	95	19	-	82	5	15	10	13	5	438
Haywood	68	8	-	-	3	2	-	38	-	27	49	3	27	1	283	5	514
Henderson	44	20	-	2	6	5	-	65	-	85	75	15	16	-	140	4	477
Hertford	12	71	82	28	38	61	-	31	-	-	63	-	11	2	2	3	404
Hoke	11	26	1	14	17	8	-	26	36	-	15	6	4	4	5	-	173
Hyde	1	9	5	3	4	4	-	7	1	-	5	-	1	-	1	1	42
Iredell	113	29	1	4	15	6	1	110	1	3	132	175	46	2	55	10	703
Jackson	5	2	-	-	1	-	-	5	-	1	25	2	2	-	423	-	466
Johnston	26	133	6	34	22	38	1	180	11	-	122	7	16	9	15	13	633
Jones	-	23	4	23	17	12	-	10	1	-	18	-	2	3	-	16	129
Lee	16	51	2	16	18	11	1	82	6	-	106	10	39	4	21	5	388
Lenoir	16	264	12	21	49	48	1	114	1	-	140	10	31	12	8	18	745
Lincoln	87	4	-	-	4	3	-	27	-	3	45	53	8	-	28	3	265
McDowell	58	20	-	-	1	2	-	23	1	36	28	10	13	3	70	3	268
Macon	3	-	-	-	-	1	1	11	-	2	12	-	1	-	162	-	193
Madison	7	-	-	-	-	2	-	8	-	20	8	-	2	-	24	-	71
Martin	7	139	40	25	36	26	-	50	-	-	40	2	10	1	4	9	389
Mecklenburg	444	287	2	14	93	99	14	564	5	13	950	2,457	237	20	335	114	5,648
Mitchell	32	1	-	-	-	-	-	8	-	3	15	5	5	-	13	1	83
Montgomery	33	5	1	2	18	6	-	48	19	-	34	14	13	-	2	2	197
Moore	52	56	1	7	29	14	2	83	23	-	102	14	32	8	12	8	443
Nash	33	209	10	7	31	27	2	127	2	-	137	6	30	14	3	21	659
New Hanover	29	84	4	19	25	34	7	121	2	2	208	14	33	1,298	5	21	1,906
Northampton	1	44	23	37	59	54	-	45	1	-	31	1	5	1	2	6	310
Onslow	22	204	11	32	29	21	-	82	16	1	115	6	18	150	6	7	720
Orange	46	73	-	10	26	78	1	93	2	4	829	7	35	13	29	5	1,251
Pamlico	1	33	3	-	20	21	-	17	-	-	17	-	1	1	-	1	115
Pasquotank	14	69	274	3	8	22	-	46	-	1	57	2	3	6	4	-	509

TABLE 8. (Cont.)

HOME COUNTY OF IN-STATE UNDERGRADUATE STUDENTS IN THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION, FALL 1973

COUNTY	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	TOTAL
Pender	2	17	5	3	26	16	-	10	1	-	23	1	8	80	2	2	196
Perquimans	1	25	42	-	3	7	-	10	-	-	15	1	4	2	3	-	113
Person	42	44	1	4	40	35	-	48	3	2	55	5	15	-	17	10	321
Pitt	11	1,001	31	42	90	47	-	87	1	2	142	3	20	9	13	17	1,516
Polk	21	-	-	-	1	1	1	11	-	8	21	9	6	-	26	2	107
Randolph	107	57	-	3	21	4	-	134	15	3	127	56	146	12	37	4	726
Richmond	33	45	-	22	34	30	1	61	99	-	65	14	17	4	10	4	439
Robeson	24	71	1	56	45	51	2	99	841	-	117	12	34	13	10	19	1,395
Rockingham	84	29	2	9	64	33	2	88	4	-	96	11	147	4	43	36	652
Rowan	148	49	1	7	33	32	3	153	4	4	203	205	47	3	94	23	1,009
Rutherford	90	6	-	2	8	6	-	57	2	12	51	54	18	2	85	6	399
Sampson	11	102	-	72	58	36	2	73	10	-	95	4	20	45	2	14	544
Scotland	22	22	2	34	34	23	2	37	108	2	51	16	18	1	6	9	387
Stanly	89	33	1	4	12	9	1	85	5	1	77	97	34	1	33	12	494
Stokes	40	14	-	-	3	2	2	20	-	1	27	4	22	2	10	-	147
Surry	110	36	-	2	7	13	3	73	1	3	75	13	73	3	23	13	448
Swain	3	-	-	-	-	-	-	5	-	2	3	-	-	-	101	-	114
Transylvania	18	1	-	-	-	-	-	29	-	26	38	16	12	-	83	3	226
Tyrrell	-	12	7	2	3	-	-	5	-	-	6	-	-	-	1	2	38
Union	52	14	1	2	11	7	-	64	3	1	70	153	16	4	53	7	458
Vance	11	65	-	17	25	31	-	58	-	-	91	3	12	2	9	8	332
Wake	231	485	7	54	116	179	20	2,751	24	13	863	41	188	99	81	39	5,191
Warren	7	38	6	10	30	34	-	27	2	-	35	2	2	-	2	2	197
Washington	1	49	30	7	8	4	1	24	-	-	32	1	1	1	2	5	166
Watauga	560	-	-	-	-	-	-	21	-	-	21	8	6	-	7	-	623
Wayne	35	244	5	44	82	74	2	152	5	1	156	11	40	50	15	24	940
Wilkes	201	17	3	-	2	5	1	62	-	2	64	10	30	-	37	3	437
Wilson	32	179	11	24	47	40	1	95	1	-	149	5	26	4	2	29	645
Yadkin	81	8	-	-	-	-	1	22	2	3	21	6	31	1	19	-	195
Yancey	14	-	-	-	-	-	-	5	-	13	5	4	-	-	18	-	59
Unknown	10	-	-	1	34	-	-	222	-	-	-	-	-	-	-	-	267
TOTAL	6,143	7,599	990	1,624	3,399	3,045	152	10,645	1,835	1,056	11,416	5,061	5,147	2,446	4,754	1,536	66,848

NOTE: Home County is the actual origin of the student. Does not necessarily imply residence status for tuition purposes.

THE UNIVERSITY OF NORTH CAROLINA

OFFICE OF THE PRESIDENT

ADMINISTRATIVE MEMORANDUM

SUBJECT Preparation of the State Plan for Higher Education and Interim Procedures for Review of New Programs

NUMBER 27

DATE January 29, 1974

PART I. DEVELOPMENT OF THE STATE PLAN

The Board of Governors' Committee on Educational Planning, Policies and Programs has given its approval to the following procedures and schedule as the necessary steps in the development of the long-range plan for a coordinated system of higher education, as mandated in GS116-11(1).

A. Definition of Functions, Educational Activities and Academic Programs

The Board of Governors is directed to "determine the functions, educational activities and academic programs of the constituent institutions . . . [and] the types of degrees to be awarded," and this charge supersedes any previous legislation assigning specific functions or responsibilities to designated institutions [GS116-11(3)].

Accordingly, we have compiled in cooperation with each of you a comprehensive inventory of all academic programs currently offered. In addition, we are continuing to work with you to collect necessary information about other major educational activities of each institution, including organized research, extension and continuing education and public service programs, and necessary information about faculty and other EPA staff.

This process will be completed this spring. It will result in a comprehensive statement of the present functions, educational activities and academic programs (degree programs or equivalent) of all the constituent institutions. These documents will include (1) the inventory of degree programs and options; (2) the academic organization of the institution (departments, divisions, schools and colleges); (3) enrollments; (4) degrees conferred; (5) summary data on faculty and other staffing; (6) library and other basic instructional resources; (7) other major educational and public service programs, and the organization of centers, institutes, and similar agencies, through which these programs are directed; and (8) basic budget data.

This statement of functions, educational activities and academic programs will constitute The University's statewide plan, at this time, as a description of present activities and organization. It will provide to each institution, and to the Board of Governors, a basis for evaluating major on-going activities in the light of estimated needs and resources, and for assessing needs not now being met.

B. Preparation of a Long-Range Plan

This second and more complex planning task will be carried forward during the remainder of the year, looking toward the submission by the Board of Governors of a comprehensive, long-range plan to the Governor, the Advisory Budget Commission and the members of the General Assembly early in 1975. We believe this plan should be a five-year projection which will then be re-examined and updated on an annual basis.

We anticipate that these necessary steps will be involved:

1. The Chancellor of each institution will prepare a Program Development Plannin Outline. This institutional planning outline will contain, first, a brief descriptio of new educational activities and academic programs which are presently contemplated over a five-year period. Priorities will be attached to these new activities and programs. These priorities should be related to the existing strength and resources of the institution; they should indicate what new resources, including physical facilities, will be required for any contemplated new activity or program, or how the institution's resources will be rearranged in the event additional resources are not required. This Planning Outline should also indicate any contemplated termination of activities or programs. Amendments and modifications of this Program Development Planning Outline will be proposed by the Chancellor at appropriate intervals.

2. The President and the Board of Governors will initiate necessary steps to insure appropriate consultation and liaison with the Department of Community Colleges and with the private institutions, in the preparation of this long-range plan.

3. The President and the Board of Governors also will initiate program developme planning with respect to particular problems and areas which they may identify. Such planning may, for example, take the form of the comprehensive, University-wide library improvement program submitted by the Board of Governors in its budget request for 1974 1975; or the Board may call upon a particular institution or institutions to initiate specific planning effort in an area which it believes important state needs are not being adequately met but which may not be appropriately included in the individual institutions' Program Development planning. Further, the Board may initiate special studies in areas where there appear to be significant and unnecessary duplication of programs.

Meetings will be requested with your chief academic officers and other senior staff in the immediate future to discuss these procedures and their schedule. Prior to these meetings, please send any comments or questions you may have to Vice Presiden Sanders.

PART II. INTERIM PROCEDURES FOR APPROVAL OF NEW DEGREE PROGRAMS

As the planning effort described in PART I of this Memorandum moves forward, it is important also that we establish procedures for the review of new degree programs. The Committee on Educational Planning, Policies and Programs has for this purpose authorized the interim procedures described herein. These procedures will be followed during the months immediately ahead, so that each institution can move forward in meeting immediate needs, and then we will evaluate these procedures in the light of experience and in conjunction with the development of the long-range plan.

A. Planning Authorization Requests

The first step in these procedures has already been taken. Every institution has submitted Planning Authorization Requests. Additional requests should be made for degree programs and options equivalent to a major and for major changes in existing programs that would result in a distinctly different purpose or program of studies requiring substantial increases or reallocation of faculty or other resources. These requests should be made in accordance with institutional Program Development Planning. Program changes that are minor in nature need be submitted for information only.

1. Planning Authorization Requests for new programs should be:

   (1) in response to a real education need,

   (2) consistent with the overall State educational plans as they currently exist, and

   (3) within the current definition of function for the proposing institution.

Expansion, modification, and change of institutional function is a matter for action by the Board of Governors, separate and distinct from the procedures described herein. No program planning can be authorized that goes beyond the limits of the presently authorized institutional functions.

2. For new degree programs or options or major program changes, Planning Authorization Requests should include information on the following points:

   (1) additional resources needed for faculty, technical staff, equipment, facilities, supplies, and other cost items;

   (2) potential student demand and the probability of securing and maintaining a net enrollment gain that would preserve the faculty-student ratio funding arrangement and other enrollment-based funding and would insure a reasonable per student or per student credit-hour cost consistent with similar programs;

   (3) the racial impact on student enrollment and faculty requirements of each proposed new program (if no impact can be projected, this fact should be noted);

   (4) current manpower projections (in the case of professional programs).

3. Institutions should avoid requesting planning authorizations for new degree programs or options that are unnecessarily duplicative. Unnecessary duplication in this context means the offerings of like programs--particularly those of a graduate or professional nature--by two or more institutions where one or more of the following conditions are present:

   (1) limited student demand;

   (2) evidence of limited demand for graduates of such a program;

(3) scarcity of faculty specialists in the field;

(4) a need for costly duplication of staff and other instructional resources.

B. Program Approval for Degree Programs and Options upon the Basis of Planning Authorization Request

Academic programs may be approved on the basis of the Planning Authorization Request without submission of additional material provided the program for which Planning Authorization is sought does not include new faculty positions or resources beyond presently approved support levels, and provided further that it falls under one of the following categories:

(1) a new arrangement of existing courses;

(2) new options within previously authorized degree programs;

(3) a degree offering lower than an already approved offering in the same academic field.

A considerable number of programs already submitted apparently fall in this category. First priority will be given to consideration of these programs, and many of them will be promptly submitted to the Board of Governors for action.

C. Planning Authorization

If a program is not authorized under the provisions of IIB above, Planning Authorization requested by the institution will be subject to review. When authorization is granted by the President, with the approval of the Educational Planning, Policies and Program Committee, the institution may proceed with the development of a Program Proposal working closely with the President's office.

For those programs already submitted for Planning Authorization which are not included under IIB above, priority schedules will be drawn in conference with Chancellors and institutional representatives. Where there are no questions of consistency with the definition of institutional function or of unnecessary duplication, Planning Authorizations should be made in the near future, and it is anticipated that many of these programs will be acted upon by the Board of Governors this spring.

D. Program Proposals

Program Proposals will be chiefly concerned with the capability of the proposing institution to establish and maintain the proposed program, since the question of need and consistency with planning, and institutional definition of function are addressed before Planning Authorization is given. Proposals will follow a prescribed format which will be furnished to the institution at the time planning is authorized.

E. Evaluation

The Graduate Executive Council will advise the President and his staff on the academic merits and integrity of each graduate program presented. The President's office will also arrange for site visits, the assistance of consultants, or other procedures which may be appropriate in the evaluation of graduate and other proposed programs. Programs will then be submitted to the Committee on Educational Planning, Policies and Programs, which will make recommendations to the Board for final action.

F. Board Action

Board action will be transmitted by the President to the Chancellor. When action is favorable, an approximate time for the establishment of the program and any information on allocation of funds or other budgetary arrangements contemplated by the Board will be furnished.

These procedures are designed to facilitate the orderly development of new academic degree programs and options. Procedures for the development of continuing education and other major educational activities will be the subject of a later memorandum.

If there are any questions on PART II of this Memorandum, please write or call Dr. Robert Williams at 933-6931 in Chapel Hill.

William Friday

THE UNIVERSITY OF NORTH CAROLINA

OFFICE OF THE PRESIDENT

ADMINISTRATIVE MEMORANDUM

SUBJECT Long-Range Planning of The University of North Carolina, 1975-1980

NUMBER 33

DATE April 22, 1974

TO ALL CHANCELLORS:

I. The Purposes of Long-Range Planning

1. To comply with the State law, which directs that

> The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. . . . The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the institutions. /G.S. 116-11(1)/

2. To provide an occasion for chancellors and their institutional staffs and the boards of trustees to think in an orderly and comprehensive way about the roles of their respective institutions within The University and how those institutions might best fulfill those roles between 1975 and 1980.

3. To provide an occasion for the Board of Governors of The University, with the aid of the General Administration staff:

   (a) To think in an orderly and comprehensive way about the higher educational needs of North Carolina and the most appropriate response of The University to them;

   (b) to appraise the strengths and weaknesses of the constituent institutions and The University as a whole; and

(c) to plan the course of development of The University over the next five years.

4. To fulfill the expectations of the Board of Governors, the General Assembly (as reflected in a resolution adopted by the Appropriations Committees this spring), the constituent institutions, and the people of the State that The University will make the most effective, efficient, and economical use of the resources entrusted to it, and that it will eliminate and avoid unnecessary duplication of programs and activities by the constituent institutions.

5. To enable The University to respond to the special problems posed by the anticipated deceleration after a long period of growth in enrollments and associated growth in institutional resources. It is apparent that statewide, the numbers of prospective college students within the traditional age brackets is levelling off and will decline sharply after the early 1980's. It is probable also that the resources the State will have to invest in program growth in the institutions of higher education will be scarcer than in recent years, and the limited prospective growth or (in some cases) the decline in enrollments will reduce the inclination as well as the capacity of the General Assembly to provide funds for significant institutional expansion.

6. To provide a basis for judgment by the Board of Governors, in statewide terms, as to the needfulness of each new program or activity proposed in the future by a constituent institution.

7. To establish a continuous planning process within The University.

II. General Objectives of The University of North Carolina Plan for 1975-1980:

1. To declare the general goals of The University for 1975-1980 and the assumptions on which those goals are based.

2. To describe The University (its authority, governance, organization, financing, etc.) and its constituent institutions.

3. To describe the role and scope of each constituent institution as now defined and as they may change in content or emphasis by 1980, thus setting a general framework within which its current programs will be carried on and new ones may be developed up to 1980. The plan will

   (a) Catalog the special goals of each institution, consistent with those of The University as a whole; and

   (b) Catalog the authorized academic programs and activities of each constituent institution as of January 1, 1975.

4. To indicate which current programs and activities should be given priority emphasis for improvements and/or expansion, with estimates of costs in faculty, staff, equipment, facilities, and other resources.

5. To indicate which current programs and activities of the constituent institutions should be reduced in scope or eliminated between 1975 and 1980.

6. To determine the general nature of the new or increasing educational program and activity needs which The University should strive to meet between 1975 and 1980, the costs of such programs, and how these costs will be met.

7. To assess the long-term budgetary implications of objectives 4, 5, and 6 as they relate to the re-allocation of resources within institutions and the need for new resources.

8. To establish procedures for the annual review and extension of the plan, so that it will at all times cover at least four years.

III. The Long-Range Planning Process

1. The President initiated this process with the issuance of Administrative Memorandum No. 27 on January 29, 1974.

2. The General Administration staff will advise the chancellor and the chief academic officer on each campus of the general terms and objectives of the long-range planning process and will maintain close contact with those officers on the progress of the planning process and problems encountered in its course.

3. Each chancellor is expected to establish such organization and procedures at the institutional level as he deems best for developing his institution's part of the long-range plan.

4. Through memoranda and conferences, the General Administration staff will advise the chancellors and the chief academic officers of the institutions of what information is wanted from those institutions and will provide them with information that will be useful to them in their institutional planning.

5. The institutions will submit their five year (1975-80) draft planning outlines to the General Administration, preferably by September 1, 1974, and no later than October 15, 1974, in order that the necessary review and action stages may be completed early in 1975.

6. The General Administration staff will undertake to obtain from the Community College System and the private institutions information on their current activities and programs and their plans pertinent to The University's planning efforts.

7. The draft planning outlines submitted by the 16 constituent institutions will be reviewed by the President's office. Periodic conferences will be held with representatives of the constituent institutions. Where necessary, consultants will be called in to advise on particular aspects of the long-range plan.

In addition to other considerations, commitments made to HEW in the desegregation plan will require that special attention be given to the possibility of racially significant program duplications among institutions, and a study must be made of the qualitative deficiencies of the predominantly black institutions and what additional financial investment and other actions will be necessary to eliminate any deficiencies found.

8. The President and the Board of Governors may initiate program development planning with respect to particular problems and areas that they may identify. Such planning may, for example, take the form of the comprehensive, University-wide library improvement program submitted by the Board of Governors in its budget request for 1974-75; or the Board may call upon a particular institution or group of institutions to initiate a specific planning effort in an area which it believes important state needs are not being met adequately but which may not have been appropriate for inclusion in the individual institutions' draft planning outline. Apparent, significant unnecessary program duplications may be the subject of special studies on the initiative of the Board.

9. A draft plan for The University of North Carolina, 1975-80, will then be prepared on the basis of the draft planning outlines and any special studies undertaken on the initiative of the Board of Governors. This comprehensive document will be submitted to the Chancellors for their review and comment before its presentation to the Committee on Educational Planning, Policies, and Programs of the Board of Governors.

10. The comprehensive plan will be presented to the Committee on Educational Planning, Policies, and Programs of the Board of Governors about November 15, 1974. That Committee is expected to review the plan in detail.

11. The Committee on Educational Planning, Policies, and Programs will report to the Board of Governors its recommended comprehensive, long-range plan about January 1, 1975. The Board of Governors will review the plan and take appropriate actions.

12. The plan as approved by the Board of Governors will be presented to the Governor, the Advisory Budget Commission, and the General Assembly at the earliest practicable date in 1975.

IV. The Draft Planning Outline

The information-gathering work of the last several months has provided the staff of the General Administration with much data that will constitute essential background for the preparation of the long-range plan. More such information will be sought from the institutions over the next few months as further needs appear.

The next and principal step on each campus will be for the chancellor to prepare a draft planning outline--a proposed five-year plan--for his institution. The following will indicate in general terms the scope and content of this draft planning outline. More detailed information about each section and major topic of this draft will be discussed further with institutional planning officers.

1. A description of the present "state of the institution."
    a. Scope mission and functions as now defined.
    b. Administrative organization and governance.
    c. Present strengths, present deficiencies, and special opportunities.
2. Enrollment projections
    a. Application and acceptance rates, 1969-70 through 1973-74.
    b. Admissions policies.
    c. Projected enrollments, by year, to 1979-80 (as related to 3, below).
3. Academic program planning
    a. Improvements and expansion of existing programs.
    b. Curtailment or elimination of programs.
    c. Intended new programs.

4. Faculty and staffing plans.
5. Budget projections, as related to enrollments, program, and other planning.

Wm Friday

William Friday

Appendix UNC-47
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NASH TECHNICAL INSTITUTE, P. O. Box 2347, Rocky Mount, 27801
John D. Moore, Dean of Student Personnel, (919) 443-4011
J. Dancy Knight, Counselor, (919) 443-4011

NORTH CAROLINA A & T STATE UNIVERSITY, Greensboro, 27411
William H. Gamble, Director of Admissions, (919) 379-7946
Rudolph Artis, Director of Registration and Records, (919) 379-7500, Ext. 317
Tylea Dalton, Admissions Counselor, (919) 379-7946
Hubert Gaskin, Jr., Assistant Director of Registration and Records, (919) 379-7500
Benny Mayfield, Assistant Director of Admissions, (919) 379-7946

NORTH CAROLINA CENTRAL UNIVERSITY, P. O. Box 19717, Durham, 27707
Ms. Maria B. Creed, Director of Admissions, (919) 682-2171, Ext. 326
B. T. McMillon, Registrar, (919) 682-2171, Ext. 262
Richard T. Goodman, Assistant Director of Admissions, (919) 682-2171, Ext. 326
Ms. F. R. McLaughlin, Assistant Registrar, (919) 682-2171, Ext. 262

NORTH CAROLINA SCHOOL OF THE ARTS, Winston-Salem, 27102
Dirk Dawson, Director of Admissions, (919) 784-7170, Ext. 33
Ms. Valerie Lochte, Records Officer, (919) 784-7170, Ext. 35

NORTH CAROLINA STATE UNIVERSITY, P. O. Box 5126, Raleigh, 27607
Kenneth D. Raab, Director of Admissions, (919) 737-2431
James H. Bundy, University Registrar, (919) 737-2572
C. P. Greyer, Veterans Affairs Officer, (919) 737-2572
Larry S. Guess, Admissions Counselor, (919) 737-2431
Ms. Anna Keller, Assistant Director of Admissions, (919) 737-2431
Robert A. Robinson, Assistant Registrar, (919) 737-2572
Ms. Patricia J. Smith, Assistant Registrar, (919) 737-2572
Paul V. Tuttle, Assistant Registrar, (919) 737-2576
Ben J. Utley, Assistant Director of Admissions, (919) 737-2431

NORTH CAROLINA WESLEYAN COLLEGE, Rocky Mount, 27801
William J. Garlow, Director of Admissions and Registrar, (919) 442-7121
Michael E. Filliettaz, Admissions Counselor, (919) 442-7121
Alvin M. Horne, Admissions Counselor, (919) 442-7121
Ms. Mary A. Lang, Admissions Counselor, (919) 442-7121

PAMLICO TECHNICAL INSTITUTE, P. O. Box 1215, Alliance, 28509
Larry H. Prescott, Director of Student Personnel, (919) 745-4531
John Wheelois, Counselor, (919) 745-4531

PEACE COLLEGE, Raleigh, 27604
Ms. E. Carole Tyler, Director of Admissions, (919) 832-2881
Ms. Rauna C. Fuller, Registrar, (919) 832-2881
Ms. Cindy Griffin, Assistant Director of Admissions, (919) 832-2881

PEMBROKE STATE UNIVERSITY, Pembroke, 28372
Dr. Norma J. Thompson, Dean of Admissions and Registration, (919) 521-4214
John L. Carter, Registrar, (919) 521-4214
Jason B. Lowry, Director of Admissions, (919) 521-4214

PFEIFFER COLLEGE, Misenheimer, 28109
K. D. Holshouser, Director of Admissions and Registrar, (704) 463-3111
Robert H. Parry, Admissions Counselor, (704) 463-3111
Larry Sides, Admissions Counselor, (704) 463-3111
Robert L. Tickle, Assistant Director of Admissions, (704) 463-3111

PIEDMONT TECHNICAL INSTITUTE, P. O. Box 1197, Roxboro, 27573
J. L. Capehart, Director of Student Services, (919) 599-1181
H. Leon Tew, Registrar, (919) 599-1181
David J. Hall, Coordinator of Veterans Services and Counselor, (919) 599-1181
H. Daniel Lea, Counselor, (919) 599-1181
Ms. Paige Oakley, Associate Registrar, (919) 599-1181
James H. White, Recruiter, (919) 599-1181

PITT TECHNICAL INSTITUTE, P. O. Drawer 7007, Greenville, 27834
George S. McRoric, Sr., Director of Student Personnel, (919) 756-3130
Douglas M. Morgan, Registrar, (919) 756-3130
Ms. Sylvia Corey, Financial Aid Officer, (919) 756-3130
James O. Deans, Counselor, (919) 756-3130

PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, P. O. Box 10157, Charlotte, 28201
Ms. Inez Furr, Admissions Officer, (704) 377-4411
Ms. Helen S. Broome, Registrar, (704) 377-4411
Ms. Anne Pleasants White, Director, (704) 377-4411

QUEEN'S COLLEGE, Charlotte, 28207
O. J. Paris, Director of Admissions, (704) 332-7121, Ext. 212
Dr. Jane Crosthwaite, Registrar, (704) 332-7121, Ext. 211
Ms. Elizabeth Beaty, Admissions Counselor, (704) 332-7121, Ext. 212
Ms. Marcia Duncan, Assistant Registrar, (704) 332-7121, Ext. 211
Ms. Kathryn Flattery, Admissions Counselor, (704) 332-7121, Ext. 212
Ms. Nel Hobbie, Admissions Representative, (704) 332-7121, Ext. 212
Ms. Helen Keller, Admissions Counselor, (704) 332-7121, Ext. 212

RANDOLPH TECHNICAL INSTITUTE, P. O. Box 1009, Asheboro, 27203
John L. Roberson, Dean Student Services, (919) 629-1471
R. Bruce Freeman, Admissions Counselor, (919) 629-1471

RICHMOND TECHNICAL INSTITUTE, P. O. Box 1189, Hamlet, 28345
J. C. Lamm, Director of Student Personnel, (919) 582-1980
Ms. Diane Honeycutt, Registrar, (919) 582-1980
James E. Hand, Evening Counselor, (919) 582-1980
Jerry E. McGee, Counselor and Placement Officer, (919) 582-1980
W. Trent Strickland, Counselor, (919) 582-1980

ROANOKE-CHOWAN TECHNICAL INSTITUTE, P. O. Box 548, Ahoskie, 27910
Dillon Hedspeth, Director of Student Personnel, (919) 332-4168
David C. Joyner, Registrar and Admissions Officer, (919) 332-4168
Robert Sessoms, Counselor, (919) 332-4168
Ms. Anne Tucker, Financial Aid Officer, (919) 332-4168

ROBESON TECHNICAL INSTITUTE, P. O. Drawer A, Lumberton, 28358
Frederick G. Williams, Jr., Director of Student Services, (919) 738-7101
Ronald C. Brown, Director of Admissions and Registration, (919) 738-7101

ROCKINGHAM COMMUNITY COLLEGE, Wentworth, 27375
Don R. Tesh, Admissions Officer, (919) 342-2336, Ext. 42
Ms. Phyllis S. Loflin, Registrar, (919) 342-2336, Ext. 27
James Fox, Admissions Counselor, (919) 342-2336, Ext. 42
Ms. Emily S. Rothrock, Admissions Counselor, (919) 342-2336, Ext. 42

ROWAN TECHNICAL INSTITUTE, P. O. Box 1555, Salisbury, 28144
Grady S. Lloyd, Dean of Students, (704) 636-6480
William R. Robinson, Registrar, (704) 636-6480

SACRED HEART COLLEGE, Belmont, 28012
William T. Craig, Director of Admissions, (704) 825-8543, Ext. 4
Ms. Elizabeth Boulus, Registrar, (704) 825-8543, Ext. 24
Sister Bernard, Assistant Registrar, (704) 825-8543, Ext. 27
Ms. Kathleen Coye, Admissions Counselor, (704) 825-8543, Ext. 4

ST. ANDREW'S PRESBYTERIAN COLLEGE, Laurinburg, 28352
Everett E. Gourley, Director of Admissions, (919) 276-3652, Ext. 209
William E. Pauley, Jr., Registrar, (919) 276-3652, Ext. 221
David A. Chestnut, Admissions Counselor, (919) 276-3652, Ext. 210
Ms. Elaine B. Liles, Assistant Director of Admissions, (919) 276-3652, Ext. 210
James R. Perrin, Jr., Admissions Counselor, (919) 276-3652, Ext. 210
Ms. Jean L. Rayburn, Associate Director of Admissions, (919) 276-3652, Ext. 210

ST. AUGUSTINE'S COLLEGE, Raleigh, 27611
Igal E. Spraggins, Director of Admissions and Registrar, (919) 828-4451, Ext. 230
Lionel Randolph, Admissions Counselor, (919) 828-4451, Ext. 230
Freddie T. Vaughns, Admissions Counselor, (919) 828-4451, Ext. 230
George Williams, Admissions Counselor, (919) 282-4451, Ext. 207

ST. MARY'S COLLEGE, Raleigh, 27611
Thomas H. Johnson, Registrar and Coordinator of Admissions, (919) 828-2521
Ms. Alice Anne Ford, Acting Director of Admissions, (919) 828-2521
Ms. Elizabeth Lee Bynum, Admissions Counselor, (919) 828-2521
Ms. Susan Carroll, Admissions Counselor, (919) 828-2521

SALEM COLLEGE, P.O. Box 10548, Winston-Salem, 27108
Ms. Mary Scott Best, Director of Admissions, (919) 723-7961, Ext. 212
Ms. Margaret L. Simpson, Registrar, (919) 723-7961, Ext. 207
Ms. Laura Ferguson, Admissions Counselor, (919) 723-7961, Ext. 212
Ms. Edith A. Kirkland, Admissions Consultant, (919) 723-7961, Ext. 212
Ms. Joyce McLain, Admissions Counselor, (919) 723-7961, Ext. 212
Ms. Annie McLean McLeod, Admissions Counselor, (919) 723-7961, Ext. 212

SAMPSON TECHNICAL INSTITUTE, P. O. Box 318, Clinton, 28328
Ms. Hallie M. Parker, Dean of Students, (919) 564-4192
Charles W. Robinson, Registrar, (919) 564-4192

SANDHILLS COMMUNITY COLLEGE, P. O. Box 1379, Southern Pines, 28387
Ms. Ann McCutcheon, Registrar, (919) 692-6185, Ext. 16
Robert M. Stone, Admissions Counselor, (919) 692-6185, Ext. 53

SHAW UNIVERSITY, Raleigh, 27602
Norbert C. Hoffman, Director of Admissions and Testing, (919) 755-4850
Justis Reives, Director of Records, (919) 755-4943

SOUTHEASTERN COMMUNITY COLLEGE, P. O. Box 151, Whiteville, 28472
James A. Schmidt, Director of Admissions, (919) 642-7141
Roland C. Norris, Registrar, (919) 642-7141
Ms. Julia Mohler, Admissions Counselor, (919) 642-7141
James A. Starnes, Admissions Counselor, (919) 642-7141

SOUTHWESTERN TECHNICAL INSTITUTE, P. O. Box 95, Sylva, 28779
Richard O. Wilson, Director of Student Personnel, (704) 586-4091
David A. McClure, Registrar, (704) 586-4091
Grady W. Corbin, Assistant Director of Student Services, (704) 586-4091

STANLY TECHNICAL INSTITUTE, 621 Wall Street, Albemarle, 28001
Robert J. Washer, Director of Student Personnel, (704) 982-0121
Ms. Sophia Kee, Registrar, (704) 982-0121
Dennis Huntley, Student Counselor, (704) 982-0121

SURRY COMMUNITY COLLEGE, P. O. Box 304, Dobson, 27017
James M. Reeves, Dean of Student Personnel, (919) 386-8121
Ms. Ruth Thompson, Transfer Counselor, (919) 386-8121
Bryon Lawson, Counselor/Veterans Officer, (919) 386-8121
Wayne Motsinger, Admissions Counselor, (919) 386-8121
Ms. Judy Reece, Records Technician, (919) 386-8121
Carlyle Shepherd, Admissions Counselor (919) 386-8121

TECHNICAL INSTITUTE OF ALAMANCE, 411 Camp Road, Burlington, 27215
Ray N. Easter, Director of Student Personnel, (919) 227-7471
Terrance E. Hanner, Registrar, (919) 227-7471
Ms. Ella Ray Chacey, Admissions Counselor, (919) 227-7471
Dale Donahur, Admissions Officer, (919) 227-7471

TRI-COUNTY TECHNICAL INSTITUTE, P. O. Box 40, Murphy, 28906
John E. Bandy, Director of Student Personnel, (704) 837-6810
Leon Tatham, Counselor, (704) 837-6810
Joe Thompson, Counselor, (704) 837-6810

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE, Asheville, 28804
George T. Kramer, Director of Admissions, (704) 254-7415, Ext. 250
Ms. Jo Dannel Cadle, Registrar, (704) 254-7415, Ext. 211
R. Dean Hines, Associate Director of Admissions, (704) 254-7415, Ext. 251
Ms. Virginia Carolyn McElrath, Admissions Counselor, (704) 254-7415, Ext. 251

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Country Club Road, Chapel Hill, 27514
Richard G. Cashwell, Director of Admissions, (919) 933-2304
Raymond E. Strong, Director of Records and Registration, (919) 933-3954
Richard A. Baddour, Assistant Director of Admissions, (919) 933-2304
Ms. Carolyn J. Bishop, Assistant Director of Admissions, (919) 933-2304
Emmett Cheek, Assistant Director of Records and Registration, (919) 933-6091
Robert Cornwell, Assistant Director of Records and Registration, (919) 933-3954
Richard J. Epps, Jr., Assistant Director of Admissions, (919) 933-2304
Ms. Margaret Folger, Associate Director of Admissions, (919) 933-2304
Edward French, Associate Director of Admissions, (919) 933-2304
Ben Perry, Assistant Director of Records and Registration, (919) 933-3954
Frederick S. Stevens, Assistant Director of Admissions, (919) 933-2304
Anthony R. Strickland, Assistant Director of Admissions, (919) 933-2304
Rex Warner, Associate Director of Records and Registration, (919) 933-3954

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, UNC-C Station, Charlotte, 28213
Harold S. Clarke, Dean of Admissions and Records, (704) 597-2286
Robert A. Gwaltney, Registrar, (704) 597-2286
L. Robert Grogan, Director of Admissions, (704) 597-2115
Ms. Earleen Mabry, Assistant Director of Admissions, (704) 597-2212
James S. Scott, Associate Director of Admissions, (704) 597-2211
Ms. Kathryn M. Ward, Admissions Counselor, (704) 597-2212

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, Greensboro, 27412
Richard P. Loester, Director of Admissions, (919) 379-5243
H. Hoyt Price, Registrar, (919) 379-5946
Ms. Ruth Alexander, Assistant to the Director of Admissions, (919) 379-5243
Alan G. Atwell, Associate Director of Admissions, (919) 379-5243
Ms. Elizabeth P. Collins, Assistant Registrar, (919) 379-5947
Charles Edington, Assistant Director of Admissions, (919) 379-5243
Jerry Harrelson, Assistant to the Director of Admissions, (919) 379-5243
Charles McCurry, Admissions Counselor, (919) 379-5243
Ms. Bobbie Minton, Assistant to the Director of Admissions, (919) 379-5243
Ms. Susan Whittington, Admissions Counselor, (919) 379-5243

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON, P. O. Box 3725, Wilmington, 28401
Ms. Dorothy P. Marshall, Director of Admissions and Records, (919) 791-4330, Ext. 21
E. Murrie Lee, Assistant Director of Admissions, (919) 791-4330, Ext. 211
James E. Sterling, Assistant to the Director of Admissions, (919) 791-4330, Ext. 211

VANCE-GRANVILLE TECHNICAL INSTITUTE, 406 Chestnut Street, Henderson, 27536
Frank H. Madigan, Director of Student Personnel, (919) 492-2061
Ms. Billee L. Burnett, Registrar and Admissions Counselor, (919) 492-2061
Harry Hedgepeth, Recruitor/Counselor, (919) 492-2061
Eric Walker, Recruitor/Counselor, (919) 492-2061

W. W. HOLDING TECHNICAL INSTITUTE, Route 10, Box 200, Raleigh, 27603
Ms. Rosemary Jones, Director of Admissions, (919) 772-0551
Ms. Martha Stephenson, Registrar, (919) 772-0551
Robert L. Brown, Dean of Students, (919) 772-0551

WAKE FOREST UNIVERSITY, Winston-Salem, 27109
William G. Starling, Director of Admissions, (919) 725-9711, Ext. 207
Ms. Margaret R. Perry, Registrar, (919) 725-9711, Ext. 237
Ms. Shirley Berry, Assistant to Registrar-Graduate Division, (919) 725-9711
Charles M. Carter, Admissions and Financial Aid Counselor, (919) 725-9711, Ext. 207
Ms. Marion Divine, Assistant to Registrar, (919) 725-9711, Ext. 237
Ms. Nell Gentry, Administrative Assistant, (919) 725-9711, Ext. 237
Ross A. Griffith, Assistant Director of Admissions, (919) 725-9711, Ext. 207
Ms. Shirley Hamrick, Associate Director of Admissions, (919) 725-9711, Ext. 207
William M. Mackie, Jr., Associate Director of Admissions, (919) 725-9711, Ext. 207
Ms. Dinah McCotter, Assistant to Registrar, (919)
Vonda F. Reece, Assistant to Director, (919) 725-9711, Ext. 207

WARREN WILSON COLLEGE, Swannanoa, 28778
Ms. Mary K. Scarbrough, Admissions Officer, (704) 298-3325
Ms. Mildred I. McMican, Registrar, (704) 298-3325
Ms. Janet Bannerman, Admissions Counselor, (704) 298-3325
Richard Franklin, Financial Aid Officer, (704) 298-3325
David Haynes, Admissions Counselor, (704) 298-3325
Ms. Naomi Hina, Admissions Counselor, (704) 298-3325

WATTS SCHOOL OF NURSING, Watts Hospital, Durham, 27705
Ms. Beverly J. Smith, Director of Nursing Education, (919) 286-1231
Ms. Elizabeth Fisher, Director of Recruitment, (919) 286-1231

WAYNE COMMUNITY COLLEGE, Goldsboro, 27530
Linwood R. Anderson, Director of Admissions and Registrar, (919) 735-5151, Ext. 37
Todd Parker, Assistant Registrar, (919) 735-5151, Ext. 37

WESTERN CAROLINA UNIVERSITY, Cullowhee, 28723
Cecil C. Brooks, Dean of Records and Admissions, (704) 293-7216
Tyree H. Kiser, Jr., Director of Admissions, (704) 293-7317
Ms. Harriet Parker, Registrar, (704) 293-7216
Ms. Martha Shoemaker, Assistant Registrar, (704) 293-7216
Lee C. Starnes, Assistant Director of Admissions, (704) 293-7317

WESTERN PIEDMONT COMMUNITY COLLEGE, Morganton, 28655
Earl W. Duncan, Admissions Counselor, (704) 437-8688, Ext. 33
Ms. Louise D. McLemore, Registrar, (704) 437-8688, Ext. 22
Richard N. Fisher, Admissions Counselor, (704) 437-8688, Ext. 76

WILKES COMMUNITY COLLEGE, Drawer 120, Wilkesboro, 28697
John V. Idol, Vice President Student Services, (919) 667-7136
Thomas R. Whittington, Registrar, (919) 667-7136
Coot Gilreath, Counselor Associate, (919) 667-7136
Ms. Shirley Glass, Counselor Associate, (919) 667-7136
Ms. Vivian K. Greene, Assistant Registrar, (919) 667-7136
Ms. Jane Johnson, Counselor Associate, (919) 667-7136
Ms. Cheryl Poston, Admissions Counselor, (919) 667-7136
Robert C. Thompson, Director Guidance Services, (919) 667-7136
Mac Warren, Counselor Associate, (919) 667-7136

WILSON COUNTY TECHNICAL INSTITUTE, 902 Herring Avenue, Wilson, 27893
Brockman L. Plauche, Dean of Student Services, (919) 291-1195
Ms. Margaret R. Smith, Registrar, (919) 291-1195
Ms. Maggie L. Gilliam, Counselor, (919) 291-1195
Patrick J. Williams, Counselor, (919) 291-1195

WINGATE COLLEGE, Wingate, 28174
John A. Cox, Jr., Director of Admissions, (704) 233-4241, Ext. 13
Ms. Ann Stover, Registrar, (704) 233-4241, Ext. 18
Dan Shive, Assistant Director of Admissions, (704) 233-4241, Ext. 15

WINSTON SALEM STATE UNIVERSITY, Winston Salem, 27102
Ms. Fannie M. Williams, Director of Admissions, (919) 725-3563, Ext. 34
Ms. Frances R. Coble, Registrar, (919) 725-3563, Ext. 25
Joseph H. Daniels, Admissions Counselor, (919) 725-3563, Ext. 68

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Appendix UNC-48

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P. O. Box 2688
CHAPEL HILL 27514

April 12, 1974

FALL, 1973, AVERAGE FACULTY SALARIES
BY RACE, BY RANK, BY HIGHEST EARNED DEGREE
IN THE UNIVERSITY OF NORTH CAROLINA

Notes:

1. Faculty population studied based on faculty that are:

   a. Full-time in instruction and departmental research (excludes faculty that are part-time, visiting, on leave or have joint appointment between instruction and departmental research and some non-academic department).

   b. Faculty having academic rank of professor, associate professor, assistant professor or instructor (all other academic ranks excluded).

2. Study based on State funds only.

3. Excludes Health Affairs.

4. Institutional abbreviations used in the tables attached are:

ASU	Appalachian State University
ECU	East Carolina University
ECSU	Elizabeth City State University
FSU	Fayetteville State University
NC A&T	North Carolina Agricultural & Technical State University
NCCU	North Carolina Central University
NCSA	North Carolina School of the Arts
NCSU	North Carolina State University
PSU	Pembroke State University
UNC-A	University of North Carolina at Asheville
UNC-CH	University of North Carolina at Chapel Hill
UNC-C	University of North Carolina at Charlotte
UNC-G	University of North Carolina at Greensboro
UNC-W	University of North Carolina at Wilmington
WCU	Western Carolina University
WSSU	Winston-Salem State University

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ASU	Caucasian	72	17,556	62	14,762	87	12,523	1	7,200	17	23,065	6	19,633	5	15,180	2	11,300
	Negro	1	20,850	3	15,050												
	Amer. Indian																
	Oriental																
	Spanish S.N.	2	15,375	1	16,700												
	Other			1	14,600												

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ASU	Caucasian	5	16,180	24	14,278	54	12,180	41	10,208	1	20,300	4	18,699	2	12,600	7	11,528
	Negro							2	9,450							1	12,000
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

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AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ASU	Caucasian					1	10,500	1	13,100							1	8,400
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

ACADEMIC AFFAIRS FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ECU	Caucasian	89	18,270	94	14,813	72	13,273	1	9,200	6	26,280	1	21,500	1	14,300		
	Negro																
	Amer. Indian																
	Oriental	4	18,350	6	15,075	5	13,959										
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ECU	Caucasian	12	17,783	24	14,041	97	11,918	59	9,679					2	12,250		
	Negro							2	10,000								
	Amer. Indian																
	Oriental					1	12,100										
	Spanish S.N.					2	11,900										
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ECU	Caucasian					1	12,200	2	9,500								
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ECSU	Caucasian	6	15,948			1	12,000										
	Negro	7	17,668							1	24,045	1	17,300				
	Amer. Indian																
	Oriental	1	14,850														
	Spanish S.N.																
	Other	4	15,529	2	12,900												

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ECSU	Caucasian			1	12,160	4	10,612	1	10,408								
	Negro	2	16,739	6	13,079	14	11,662	11	10,364					1	11,515	1	12,268
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other					1	11,540	1	9,236								

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
ECSU	Caucasian																
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
FSU	Caucasian	2	15,793	1	13,520	2	11,769	—	—	—	—	—	—	—	—	—	—
	Negro	8	17,630	4	15,280	1	13,520	—	—	2	20,633	—	—	—	—	—	—
	Amer. Indian	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Oriental	2	16,766	—	—	3	12,306	1	11,025	—	—	—	—	—	—	—	—
	Spanish S.N.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Other	5	15,537	1	13,541	2	11,407	—	—	—	—	—	—	—	—	—	—

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
FSU	Caucasian	—	—			4	10,710	5	9,560	—	—	—	—	—	—	—	—
	Negro	—	—	5	12,228	21	11,530	16	10,213	—	—	—	—	1	14,612	—	—
	Amer. Indian	—	—	1	15,163	1	11,000	—	—	—	—	—	—	—	—	—	—
	Oriental	—	—	1	13,230	1	11,440	2	10,071	—	—	—	—	—	—	—	—
	Spanish S.N.	—	—	—	—	1	11,128	—	—	—	—	—	—	—	—	—	—
	Other	—	—	1	11,340	1	10,400	2	10,990	—	—	—	—	—	—	—	—

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
FSU	Caucasian	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Negro	—	—	—	—	—	—	3	10,182	—	—	—	—	—	—	—	—
	Amer. Indian	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Oriental	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Spanish S.N.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Other	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	4	15,429	9	14,379	2	11,597					1	19,000				
	Negro	16	17,516	2	15,644					21	21,840	2	18,610				
NCA&T	Amer. Indian			2	14,703												
	Oriental					1	13,000										
	Spanish S.N.																
	Other	2	16,665	6	13,600					1	18,191						

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian			2	12,124	1	10,500	5	9,527								
	Negro	1	16,590	16	13,284	38	10,568	23	9,802	3	21,376	7	15,928	8	15,019	6	13,680
	Amer. Indian																
NCA&T	Oriental					1	10,540										
	Spanish S.N.																
	Other					3	12,341										

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian																
	Negro					1	10,068	6	9,617			1	16,066				
NCA&T	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCCU	Caucasian	5	17,826	15	14,913	2	9,900	—	—	1	21,075	1	17,500	—	—	—	—
	Negro	17	19,077	18	15,191	2	13,525	—	—	15	22,082	3	16,900	—	—	—	—
	Amer. Indian	—	—	—	—	—	—	—	—	—	—	1	18,000	—	—	—	—
	Oriental	2	17,625	1	14,450	—	—	—	—	—	—	—	—	—	—	—	—
	Spanish S.N.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Other	1	16,800	1	16,100	—	—	—	—	1	19,975	—	—	—	—	—	—

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCCU	Caucasian	—	—	2	15,325	18	11,348	13	9,388	—	—	—	—	2	13,272	—	—
	Negro	—	—	1	16,500	42	12,352	41	10,160	—	—	2	18,130	7	16,234	4	11,472
	Amer. Indian	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Oriental	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Spanish S.N.	—	—	1	13,700	—	—	—	—	—	—	—	—	—	—	—	—
	Other	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCCU	Caucasian	—	—	—	—	1	11,200	—	—	—	—	—	—	—	—	—	—
	Negro	—	—	—	—	—	—	5	9,100	—	—	—	—	—	—	1	9,000
	Amer. Indian	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Oriental	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Spanish S.N.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Other	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCSA	Caucasian							2	11,869								
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCSA	Caucasian							27	10,347								
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCSA	Caucasian							28	10,820								
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCSU	Caucasian	99	21,312	95	16,721	118	13,730			35	30,843	4	19,453	6	18,243		
	Negro			1	20,300	1	14,000					1	21,000				
	Amer. Indian					1	13,300										
	Oriental																
	Spanish S.N.																
	Other	15	22,666	15	16,920	8	14,062			1	25,900						

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCSU	Caucasian	17	19,661	25	15,865	35	12,992	54	10,349					1	17,900	1	12,500
	Negro							5	9,430								
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other	1	13,650	3	16,350			2	10,825								

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
NCSU	Caucasian	2	19,917	8	15,755	4	14,080	17	11,057	1	35,000	1	18,000	1	19,950		
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
PSU	Caucasian	17	16,205	14	14,507	7	12,400			2	22,470						
	Negro																
	Amer. Indian																
	Oriental	3	15,900	2	14,600												
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
PSU	Caucasian			15	13,103	25	11,268	9	9,088					1	12,600		
	Negro																
	Amer. Indian			2	12,600	2	11,450	3	9,333								
	Oriental					1	10,500										
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
PSU	Caucasian					1	11,900										
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
UNC-A	Caucasian	12	18,350	13	15,254	17	12,747			1	25,500			1	15,000		
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
UNC-A	Caucasian			3	14,333	8	12,287	5	10,180			1	15,600	1	15,100		
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
UNC-A	Caucasian							1	9,200								
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

ACADEMIC AFFAIRS FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
UNC-CH	Caucasian	257	23,071	175	16,946	168	14,009	6	10,850	17	30,780	3	24,630	1	25,749	1	12,000
	Negro	2	27,350	1	13,825	2	14,925										
	Amer. Indian																
	Oriental	1	20,200			2	15,250										
	Spanish S.N.	2	22,250	5	15,950			1	11,000								
	Other	2	23,000			2	16,050										

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
UNC-CH	Caucasian	15	20,258	9	16,847	21	12,930	35	9,773							3	12,743
	Negro					3	14,500	1	10,000								
	Amer. Indian																
	Oriental					2	11,650										
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
UNC-CH	Caucasian	1	18,500	1	16,650	2	14,200	4	10,225					1	18,200		
	Negro																
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	28	18.532	37	14.598	94	12,754	5	10.590	13	25.693	4	20.540	2	16.450		
	Negro			1	15,000	1	13,700										
UNC-C	Amer. Indian																
	Oriental			3	14,668	1	12,500										
	Spanish S.N.	1	14.400			1	13,050										
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	4	15.899	8	13.667	27	12.436	43	10.292	1	27.900	1	23.400	1	19.203	1	9.800
	Negro					5	12.4[illegible]	6	10.375					1	16.000		
UNC-C	Amer. Indian																
	Oriental					2	13.158										
	Spanish S.N.					1	11,000										
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		[illegible]	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian							8	10.378							1	9.400
	Negro																
UNC-C	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	62	20,635	62	16,157	100	13,411			15	26,695	6	21,190	2	15,700		
	Negro	1	22,475	1	16,620												
UNC-G	Amer. Indian																
	Oriental																
	Spanish S.N.			1	14,900	1	16,000										
	Other	1	19,500			2	15,600										

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	3	17,958	13	15,270	35	12,828	60	9,389	1	29,675					2	12,740
	Negro					1	11,700	6	9,800								
UNC-G	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	4	22,500					6	10,246								
	Negro																
UNC-G	Amer. Indian																
	Oriental																
	Spanish S.N.							1	8,800								
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	17	17,434	18	14,168	21	12,695	1	13,100	2	23,600	1	18,000				
	Negro																
UNC-W	Amer. Indian																
	Oriental			1	14,300												
	Spanish S.N.	1	16,500	2	13,300												
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	1	14,000	3	12,933	31	11,915	17	10,171								
	Negro							2	10,500								
UNC-W	Amer. Indian																
	Oriental																
	Spanish S.N.					1	11,700										
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian							3	10,667								
	Negro																
UNC-W	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

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AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian	43	16,907	54	14,680	59	12,803	4	12,453	7	25,045	1	17,412				
	Negro																
WCU	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other			1	14,040												

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian			13	13,173	82	11,448	14	9,814			2	18,780	2	17,502		
	Negro																
WCU	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
	Caucasian					1	10,920	3	10,551			1	26,460				
	Negro																
WCU	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: DOCTORATE AND FIRST PROFESSIONAL

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
WSSU	Caucasian	3	15,227			4	12,342										
	Negro	4	16,076	2	15,097					3	20,677	1	19,000				
	Amer. Indian																
	Oriental																
	Spanish S.N.			1	13,336												
	Other	1	15,462	1	14,394	1	11,250										

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: MASTERS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
WSSU	Caucasian			2	12,853	8	11,501	8	9,829								
	Negro	1	11,903	9	12,277	16	11,508	9	9,738	3	19,366	1	17,626	1	12,329		
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other					1	12,147	1	8,700								

AVERAGE FACULTY SALARIES BY RACE, RANK AND INSTITUTION FOR FACULTY WITH HIGHEST EARNED DEGREE OF: BACHELORS

FALL 1973

		9-10 MONTH								11-12 MONTH							
		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR		PROFESSOR		ASSOCIATE		ASSISTANT		INSTRUCTOR	
INSTI.	RACE	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.	No.	Avg.Sal.
WSSU	Caucasian							1	9,000								
	Negro					1	11,200	7	9,529								
	Amer. Indian																
	Oriental																
	Spanish S.N.																
	Other																

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Appendix UNC-49

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

April 24, 1974

Honorable James E. Holshouser, Jr.
Governor of North Carolina
Raleigh, North Carolina 27611

Dear Governor Holshouser:

On April 15, 1974, I and members of my staff had an opportunity to meet with Dr. William C. Friday, President of the University of North Carolina; Dr. Benjamin E. Fountain, State President of the Department of Community Colleges; and other North Carolina higher education officials to discuss *The North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems*.

As you know, we have requested this plan as part of our actions to comply with the order of the United States District Court as modified by the Court of Appeals in the case of *Adams* v. *Weinberger*. The terms of the court order were recently revised to allow the Department up to June 21, 1974, either to obtain an acceptable desegregation plan from North Carolina and each of the eight other States with which we are currently negotiating, or to initiate enforcement proceedings against States which do not submit acceptable plans.

During the meeting, I indicated that we would provide a memorandum which sets forth those revisions which we believe are necessary for the plan to be acceptable as required by Title VI of the Civil Rights Act of 1964. In addition, I indicated that we would furnish additional comments on the current plan by May 21, but that by June 21 the State would only be required to submit a commitment to resolve any further issues raised by these comments in a timely manner, rather than to propose specific acceptable solutions. I am hereby officially transmitting to you the document provided at the April 15 meeting.

In order for us to meet the June 21 deadline, we request that the revised North Carolina plan be submitted to this Office by June 1, 1974. In view of the limited time available to effect the necessary changes to the plan, I respectfully request that you take whatever steps are necessary to have the appropriate Boards act upon this matter in time for the State to incorporate their actions in the revision which we are requesting by June 1.

I was encouraged by the April 15 meeting and believe that the modifications we are seeking by June 1 are attainable. If during this period I or members of my staff may be of assistance, we will do everything that we can to bring about a mutually satisfactory resolution to this matter.

Your past assistance in this matter has been greatly appreciated and we look forward to a continuing, close working relationship with you and higher education officials of the State.

Sincerely yours,

Peter E. Holmes
Peter E. Holmes
Director
Office for Civil Rights

Enclosure

cc: Dr. William C. Friday
Dr. Benjamin E. Fountain
Presidents, North Carolina Institutions
of Higher Education
Director, Office of Civil Rights, Region IV
HEW Regional Director, Region IV
HEW Regional Attorney, Region IV

Office for Civil Rights Response to the North Carolina State Plan for the Further Elimination of Racial Duality in the Public Postsecondary Education Systems - February 8, 1974

I. Introduction

Stated below are those actions which are of critical importance in the improvement of North Carolina's plan for the elimination of racial duality in its public institutions of higher education as required under Title VI of the Civil Rights Act of 1964. Should the plan be revised to meet each of the critical actions, it will be accepted. These statements (Parts II and III), however, are not inclusive of all questions, issues, and concerns which we have regarding your submission of February 8, 1974; OCR will provide a further statement regarding its reactions no later than May 21, 1974. Both OCR and North Carolina realize that questions may arise during implementation of the plan, and that new concerns may emerge even as the plan begins to produce results. However, so long as the State responds to such matters promptly, effectively, and in good faith, and otherwise carries out the commitments requested in this memorandum, its implementation of the plan, once it is accepted, will continue to be deemed acceptable. Your revised plan should be submitted no later than June 1 to allow the Office for Civil Rights time for its evaluation.

In general, your revised plan should continue to be submitted in the form of a single document, encompassing coordinated State level approaches to the elimination of the dual system, applicable to all of the State's institutions of higher education. This document should include methodology conceived and implementable at the State level, reflecting an integration, at the State level, of steps which are applicable to both the University of North Carolina and the Community College systems.

Additionally, we would appreciate a clarification as to the nature, function, and authority of the newly created State Committee for Equal Education Opportunity in Higher Education (p. 235). We are uncertain of its relationship to the State plan and to the Department of Health, Education, and Welfare.

II. Requirements Applicable Generally Throughout the Plan

A. Specificity of Action

As to each action requested in section III of this memorandum, your revised plan should state precisely when it is to be started and completed and who is to be responsible for its implementation. Where any action you describe may require further planning or development prerequisite to its implementation, your plan should indicate definite, reviewable intermediate steps or milestones by which progress in developing the final action may be measured. Milestones should be chosen so that accomplishment or omission of each one will indicate whether or not the plan is satisfactorily fostering state-wide desegregation through the activity in question.

We recognize that it may not be possible to propose requested actions specifically, in that the exact content of some actions may depend on completion of particular studies or analyses. This may be true, for example, with regard to duplication in many of the academic programs, and choosing among competing demands on resources. Where the revised plan cannot be specific in this sense, it should contain a commitment to meet the requirement in question, a description of the process by which it will be met, and a time schedule for meeting the requirement within the life of the plan.

B. Rate of Implementation

In determining whether or not your revised plan is acceptable, heavy weight will be given to the rate at which it is to be implemented and to achieve results. Substantial progress in implementation should be made during the first year of the plan's life, so that the maximum results possible will occur during the first two years of implementation, and so that it will accomplish full disestablishment of the dual system within a specified period. The milestones described above should be established particularly so as to facilitate measurement of implementation during the first year and of results during the first two years.

C. Costs and Human Resources

The cost of each action called for in this memorandum should be identified, as should the source of revenue, responsibility for obtaining it, and the process for doing so. The human resources required to implement an action should be similarly identified. Further, a date should be stated by which funding and staffing of each action is expected. The revised plan must commit the Boards and the Governor to take alternative actions in the event that institutions or the General Assembly fail to act affirmatively with regard to any proposal of substantial cost. If necessary resources for any proposal are not obtained, an alternative action acceptable to OCR must be developed or the State may be deemed not to be fulfilling its commitments under the plan.

D. Reporting

The revised plan should indicate the information which will be provided at specified intervals to demonstrate progress (or lack thereof) in implementing those actions susceptible to immediate implementation, and in developing the various actions which require further development prior to implementation. The plan should thus indicate what information will be provided relating to the "milestones" discussed above. OCR will provide you with a format for reporting required statistical data on students and faculty.

In general, reports should be made, as you propose (p. 238), semi-annually beginning February 1, 1975, but of necessity may not be uniform as to the items reported. Depending on the nature of the plan, more frequent reporting may be appropriate during the early stages of implementation.

III. Requirements in Specific Critical Areas

A. Desegregation Impact Determinations

Your revised plan should contain a commitment to determine the impact upon desegregation of any action listed below:

1. Academic programs - addition, deletion or substantial expansion or contraction.
2. Facilities - construction of new facilities, or closing or substantial expansion of existing facilities.
3. Institutions - establishing new institutions (including conversion or a private institution to public control or closing existing ones).
4. Modification of admissions standards.

There should be a further commitment that no action of the type listed above will be undertaken unless the net effect of such action and any other action would not impede the disestablishment of the dual system.

All impact determinations must be reviewed at the State level, and final determinations as to whether the actions in question would impede desegregation must be made at that level. The plan should identify the agency which would be responsible, state its authority, and define the process by which it will accomplish these tasks.

Impact statements and the State's disposition of proposed actions should be submitted to OCR as part of the periodic reporting system, or whenever else necessary to give OCR reasonable advance notice of an action whose favorable impact on desegregation is questionable and which might not readily be reversed.

B. Resources

Your revised Plan should show that the proposed study, included in your Long Range Plan for the North Carolina System of higher education, to determine and remedy the material and fiscal deficiencies of five predominantly black institutions (pages 186-187), will demonstrate that, in all respects, resources at those schools are at least equal to those of their white counterparts, or it must contain a commitment to provide for equalization of such resources at the earliest feasible date but in no event later than the outset of the 1976-77 academic year.

Your revision should be specific as to who will participate in the above mentioned study, on what date and to whom this study will be presented, and what group will then determine that "prompt and appropriate remedial action will then be taken" (p. 187). The method by which such determinations are made should be explained, and a date for such decisions to be made should be included.

Resources considered by the State should include:

(a) the number and quality of facilities;

(b) level of per capita expenditures (including the financial resources supporting academic programs);

(c) amount and availability of student financial aid (see Section III - E).

(d) quality of programs, services and staff;

(e) number and quality of degree offerings available;

(f) number of library holdings;

(g) number and quality of faculty and administrative staff (Equality in the number of faculty would be demonstrated by the faculty-student ratios in similar programs at comparable institutions. Equality in quality would be indicated by a comparison of faculty by rank and highest degree earned in similar programs at comparable institutions. Equality in compensation should also be measured.)

The revised plan should also commit the Boards to a procedure to measure and monitor all construction to insure that new construction at the predominantly black institutions is not lower in quality than that at the predominantly white institutions.

C. Institutional Roles and Duplicative Curricula

1. Statement of the Role of Each Institution

The revised plan should contain a statement of the role of each institution in non-racial terms which includes: (1) a summary of the progress offered, (2) the students to be served, (3) opportunities provided by the programs for employment or further education. The area from which students are drawn should be identified and the institution should be characterized as local, regional or state-wide. Where one or more predominantly black and white institutions are located in the same area, there should be sufficient differentiation in their roles to ensure increased enrollment at each institution by students of the race previously excluded.

The roles of the predominantly black colleges must be ones which will attract students of all educational backgrounds and races competitively with other institutions, and which will not limit career choices for those students who chose to attend.

Your plan also mentions (p. 200), that within the next 12 months you will have developed, within the Long Range Plan for the higher education system of North Carolina, the future role of all institutions in the University of North Carolina system, and especially that of the predominantly black institutions. A description of the role of each institution was requested in our November 10, 1973, letter which asked for a revision in your Program for Equal Educational Opportunity. Therefore, the revised plan should contain at least a preliminary non-racial statement of each institution's role.

In this regard, you should also specify in your revised plan when this part of the Long Range Plan will be completed; who will participate in the development of these future roles; how and when these determinations will be made a part of the State plan for the further elimination of the dual system in North Carolina; who will determine what implementing action will need to be taken; and when such a determination will be made. It should include not only the above requested information; but also, it should undertake to rigorously examine the racial impact of the inherited functional roles now assigned to the constituent institutions (i.e., six, five, and four-year institutions).

2. Duplicative Curricula

Your revised plan should contain a commitment that new curricula (or implementation of recently approved curricula) will be awarded to institutions in a manner which does not perpetuate competition based upon duplication of offerings among predominantly black and white institutions. This proscription of duplication does not apply to basic undergraduate curricula. However, the revised plan should define the criteria by which the State distinguishes between basic and specialized curricula offerings. As a part of this commitment, your revised plan should provide for an annual determination of the need for further resources or programs at the predominantly black institutions detailed in the July 1 reports to OCR, and should commit the appropriate governing board to attempt to secure those resources.

A report of the study on duplication, a part of the Long Range Plan now being projected (p. 202), should be provided in your revised plan. It should specify who is participating in the study; the date by which this part of the Long Range study will be completed; how and when the findings will be made a part of the State plan; who will determine what implementing action will need to be taken; and when such a determination will be made. To be effective as a technique to achieve the disestablishment of the dual system in North Carolina, the study should survey the entire University of North Carolina and Community College systems, as well as, pairs and larger groupings of specific institutions, with particular sensitivity to programs which will possibly perpetuate or accentuate the historic function or dual character of the predominantly black schools. The study should take into account graduate, professional, and undergraduate programs; the role and scope of each institution; and possible special programs, or areas of specialization designed to attract students on a non-racial basis.

Your recommendation (p. 202) of special conferences between the University of North Carolina at Greensboro and North Carolina A&T, and between Elizabeth City State University and the College of the Albermarle is a strong proposal. However, it implies a limited view as to those institutions which merit strict scrutiny. We would, therefore, encourage you to extend your definition of "community" (p. 202) to provide for similar conferences and for strict scrutiny of duplication between the following named schools:

1. The University of North Carolina at Greensboro, North Carolina A&T, and Winston-Salem State University (especially with regard to programs in home economics, education, and nursing);

2. The University of North Carolina at Chapel Hill and North Carolina Central University (especially with regard to programs in education, library science, and social sciences);

3. North Carolina State University, North Carolina A&T, and the University of North Carolina at Charlotte (especially with reregard to programs in education, agriculture, animal science, and engineering, and in extension service programs);

4. Penbroke and Fayetteville State University (especially with regard to education and social science programs);

5. North Carolina Central University, Elizabeth City State University, and East Carolina University (especially with regard to education and social science programs);

6. We also suggest that similar conferences also be scheduled between proximate community colleges, technical institutes, and constituent institutions of the University of North Carolina system.

The focus of this scrutiny should encompass current situations, as well as, racial discrimination in the history of their institutional development.

Your revised plan should include copies of the present written procedures (p. 200) for review, evaluation, and approval at the staff, committee, and Board levels of all proposals for major program change. These procedures should assure, if they do not already, that henceforth no action with regard to academic program changes will be permitted unless it is determined that such action would not impede the elimination of the dual system of higher education in North Carolina.

D. Recruitment of Students

The revised plan should contain a program coordinated at the State level to assure that black colleges have full access to white students through traditional high school referral or recruitment programs. Such a program should address the potential barrier which high school counselors or administrators may pose to black college recruitment of white students. Further, the program should assure that white students will not be counseled or otherwise channeled away from the predominantly black schools and that black students will not be channeled to predominantly black institutions.

More focused efforts of these types should accomplish greater enrollment of minority students at the predominantly white institutions than your plan now anticipates.

Little is known to us of the North Carolina unit of the Carolinas Association of College Registrars and Admissions Officers (CACRAAO), (p. 126), the professional organization which sponsors cooperative recruiting efforts by colleges and universities at high schools. Therefore, we request some additional information about that organization in your revised plan. The plan should include a list of member institutions in CACRAAO, and an explanation of CACRAAO's procedures in organizing member institutions for cooperative recruiting efforts.

We also note your commitment (p. 115) to convert the Education Opportunity Information Center (EOIC) into an agency which would provide information and assistance, at minimum or no cost, to any student interested in enrolling in public postsecondary education in North Carolina. Your plan should indicate that this information, consistent with your suggestion concerning all institution catalogues and brochures (p.120), will contain, at a prominent place, a statement of the State's equal educational opportunity policy.

We encourage your development of a single application for all 16 campuses of the University of North Carolina (p. 117). It too should include a statement of the State's equal educational opportunity policy. Your revised plan should indicate whether this application process will eliminate the institutional processing fees now required.

We believe your proposal to standardize tuition schedules for all institutions (p. 129) is a positive step. However, we are unsure of how the standardization, being based upon the three categories of constituent institutions (*i.e.*, six, five four-year institutions), will effect the further disestablishment of the dual system in North Carolina. Your revised plan should explain why the standardization is based on the different types of functional categories (especially since there are no predominantly black institutions with six-year programs and only two with five-year programs); and what other factors are considered in determining tuition charges.

E. Financial Aid

Your revised plan should commit the Boards to analyze student needs and the availability of financial aid resources (from whatever source) at each institution.

We encourage your use of $300,000 (p. 134) in financial incentives to increase "minority presence" at the constituent institutions of the University of North Carolina. However, for us to understand exactly what it is you are proposing, your first semi-annual report should specify: the dates (academic years) for which this program will operate; how and by what criteria these funds will be distributed to the various institutions; the dates of this distribution; the person or agency delegated, at the State level, to disburse these funds; whether this grant will be in addition to or substitution for any institution funds already allocated for this purpose; what alternatives will be pursued in the event the General Assembly declines to allocate these funds; and any criteria developed to determine "demonstrated need."

The Community College and Technical Institute system should propose in the revised plan specific action designed to effect their recommendations proposed on page 122.

F. Retention of Black Students

Your revised plan must contain commitments to take all reasonable steps to accomplish the fundamental objective of at least maintaining the percentage of four-year public college graduates in North Carolina who are black, and to maintain the data necessary to measure success in this area beginning with the fall 1974 semester. Retention data for each class and degrees awarded by each degree-granting unit, by race for each institution, should be submitted in the State's July 1 reports. The method by which retention data will be utilized should be described in the revised plan.

The plan should also state specifically what counseling, academic assistance, and other actions will be undertaken by the various institutions, distinguishing among those currently in effect, those discussed in the current State plan and should state precisely how these actions will implement the commitment described.

We encourage your study designed to increase the capacity and scope of your remedial program in the higher education system of North Carolina. However, in order for us to understand the contribution this study can make in the implementation of the plan, you should explain and provide specific dates for the determination of "...projected need...," "...use parameters...," the development of "...programs...," the "...training of personnel ...," and "...budget evaluation...," to which you refer on page 107.

G. Discrimination Within Individual Institutions

Your Plan's statement of the University of North Carolina and the Community College systems' policy regarding non-discrimination in institutional services, housing, and facilities represents a serious initiative regarding improvement of human relations. It does not, however, encompass specific procedures for identifying and eliminating possible discrimination in areas such as social organizations, assignment of student teachers, and off-campus housing and employment discrimination affecting students.

The revised plan must commit both Boards, to assure establishment at each campus, during the fall 1974 semester, of procedures for identifying and eliminating racial discrimination of all types, to receiving periodic reports about and giving necessary direction to such activities, and to initiating such state-wide activity as may be necessary to eliminate any discrimination which may exist. We would recommend that you also initiate necessary action with other State agencies, such as those involved with employment or housing discrimination or law enforcement, to aid in this activity and give guidance to institutions regarding elimination of community discrimination. Reports on the nature and results of these activities should be submitted in each semi-annual report to OCR.

These mechanisms do not obviate OCR's duty to conduct on-site reviews of individual institutions, which reviews will be conducted periodically.

H. Recruitment of Faculty and Staff

The revised plan should include, in addition to present and proposed affirmative action plans, a cooperative program among the State's higher education institutions to increase desegregation of faculty and staff at each institution, coordinated at the State level.

The state-wide approach which we are requesting in the revised plan should employ the following principles or contain an alternative procedure which provides for a mandatory system-wide effort to increase faculty desegregation.

1. A state-wide applicant pool would be created which must be utilized by institutions if they have not located, through other means, a suitable minority candidate for any vacant positions.
2. All institutions would be required to submit all curricula vitae and employment applications they receive to the central applicant pool.
3. Without altering any legitimate criteria for employment, selection decisions would be made so as to increase the desegregation of faculty and staff at each institution.
4. There would be State level coordination and responsibility for the successful implementation of the program.

It is not clear whether North Carolina is projecting faculty goals (p. 153). The plan presents some statistical projections from the predominantly white campuses, none of which anticipates having more than a 4.4% black faculty by 1977-78. The plan states that these figures "...reflect a commitment of maximum good faith effort within the context of the requirements of the Executive Order 11246 as amended...[but] because those efforts are keyed to additional studies...no projections concerning numerical consequences are now possible." (p. 218). Your revised plan should clarify this position.

We endorse your proposal (p. 157) to initiate annual conferences between pairs or larger groups of predominantly white and black institutions, designed to identify and effect joint appointments and faculty exchange programs, and your commitment to encourage and finance such programs through State grants to participants. To be considered as a viable desegregation technique, these conferences and the state-wide coordination should result in an effective system of joint appointments and faculty exchanges by a certain specified date, with a mechanism for monitoring and assessing the success of the program.

As you have noted that there is a disproportionally low number and percentage of non-whites employed in full time positions and in the higher salaried employment categories (p. 176), the Community College and Technical Institute system must specify in the revised plan what "appropriate corrective measures" will be undertaken to effect the remedies suggested on page 176. We note, at page 161, that among the measures available to the State Board of Education is that of "...withdrawing and withholding State funds..." from Community College system instituions. An explanation of how this will be used to prevent discrimination in employment practices should be provided.

I. Programs to Increase the Number of Black Faculty and Staff

The revised plan should provide for special programs to increase the number of black faculty and staff. These programs would provide special academic training to overcome past discrimination against black students which has impeded their obtaining the credentials necessary to teach at the college level.

Although we encourage your planned feasibility study (p. 174) of a system-wide program of faculty development grants, we request, as you propose, that current faculty improvement grants (p. 174), for the benefit of the five predominantly black institutions be continued and, if necessary, increased. We have been convinced that this is necessary by your demonstration (p. 173 and Appendix) of the disparity in the percentage of faculty at the predominantly black institutions with terminal degrees as compared to faculty at the predominantly white institutions with terminal degrees.

In service training programs, at no cost to participating personnel, at predominantly black institutions should be improved or established where they do not exist. You should describe present in-service training programs at predominantly black institutions and evaluate their present and potential usefulness in upgrading the quality of faculty and administrative support at these institutions.

Your revised plan should include immediate steps to insure an increased enrollment of blacks in the University of North Carolina graduate and professional schools, and an increased number of black graduates from these programs. Such steps should provide a source of black faculty within the University of North Carolina and encourage black students generally to pursue terminal graduate and professional degree programs in fields where blacks are currently under-represented.

The revised plan should commit the State to begin, in the fall semester, graduate, professional and pre-professional student recruitment programs, aimed at attracting and admitting more minority students to all graduate and professional schools. The actual nature of these programs should be outlined in the plan and its operation described specifically in the first semi-annual report. It should address at least the amount and source of financial and personnel resources to be committed, the specific recruiting activities, geographical areas, subject matters to be pursued, and the results anticipated. Such a program should establish a mechanism for counselling and apprising potential black applicants of graduate and professional opportunities early in their college career.

More focused efforts of these types should accomplish greater employment of minority faculty and staff at the predominantly white institutions than your plan now appears to anticipate (p. 153).

J. Governing Boards

Your plan should include a commitment and process to insure that all institutional and system-wide governing boards include significant numbers of minority race members.

In this regard, we note that some progress has been made:

> Minority representation is guaranteed on the new Board of Governors of the University of North Carolina. The 32-member Board has 4 cohorts of 8 members who are elected every two years by the General Assembly. One of these 8, as a statutory minimum, must be a minority group person. There are 6 black board members now serving.

...

The senior institutions have boards of trustees composed of 13 members each. Prior to 1973, none of the predominantly white institutions had black trustees. Before 1972, none of the predominantly black colleges had black majorities on their boards, they usually had 2 or 3 black representatives. Each of the predominantly white institutions now has at least one minority person (usually black; Western Carolina has an Indian), and four of the five predominantly black institutions now have majority black trustee boards. Since the Governor appoints four out of the 13 members, the Plan offers an opportunity for a statement of assurance that there will be full participation. However, no commitment from the Governor is included.

The State Board of Education, which controls the Community College System, has 13 members, 11 of whom are appointed by the Governor. Currently, there are 2 blacks, 1 Indian and 1 white female. The Plan states that a Governor will be able to appoint a minimum of 5 members during his term of office so that he could strongly influence the racial character of the Board.

Local boards of trustees in the Community College System have 12 members each: 4 appointed by the Governor, 4 by county commissioners and 4 by local boards of education. The Plan admits that there is serious underrepresentation of minorities on these boards (p. 57). Some have none. The Plan states, "It is believe that North Carolina governors will use their influence to correct imbalances of racial representation on local boards..." (p. 58). However, no commitment from the Governor is included.

The Plan submits information on nine statewide advisory groups on higher education some of which are concerned with professional education. All have at least one black member; some have an Indian.

Four "official state agencies, other than governing bodies, that have had, during the past twenty years, significant functions regarding higher education" are described. One which would appear to be very important, the Advisory Budget Commission, the statutory body that, with the Governor, prepares a statewide budget for consideration by the General Assembly, is now and always has been all-white. Four of the twelve members are appointed by the Governor and two by the Lt. Governor, but no commitments are made in the Plan concerning the desegregation of this body.

State authority should be exercised so as to maximize efforts at achieving minority presence on key, higher education, policy-making bodies in North Carolina.

Appendix: UNC-50

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH 27611

JAMES E. HOLSHOUSER, JR.
GOVERNOR

June 18, 1974

Mr. Peter E. Holmes, Director
Office of Civil Rights
Department of Health, Education
and Welfare
Washington, D. C. 20201

Dear Mr. Holmes:

Enclosed is a letter from President William Friday to you, setting forth clarifications and explanations of various provisions of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems, requested by you in your telephone call of June 14. I hope that President Friday's statements will enable you to approve the revised plan.

Sincerely,

James E. Holshouser, Jr.

JEHjr:ckr

Enclosure

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P. O. BOX 2688
CHAPEL HILL 27514

WILLIAM FRIDAY
President

TELEPHONE: 919 [illegible]

June 18, 1974

Mr. Peter E. Holmes
Director
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D. C. 20201

Dear Mr. Holmes:

I am writing this letter in response to your telephone call of June 14 and your request for the clarification or explanation of several elements of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Postsecondary Education Systems, filed with your office early this month. I shall address each of your points in the order in which you stated them.

1. The revised plan contains several commitments by the Board of Governors of The University of North Carolina to undertake studies or other preliminary or interim steps precedent to action by The University. Our semi-annual reports to the Department of Health, Education and Welfare will report, as to each of those studies and other preliminary or provisional steps taken, the progress made and the problems encountered since the last semi-annual report.

2. The revised plan, pages 232-33 and 282-83, commits the Board of Governors to project the racial impact on the student body of an institution of the adoption of any new program initiated. The revised plan also states that

> Consistent with necessary considerations of educational quality, institutional mission, and statewide needs, the Board of Governors normally will not approve the establishment of any new academic program unless in its opinion such action would not impede the elimination of the dual system of higher education in North Carolina. [Page 232]

In committing itself to consider the racial impact of its decisions on program, facilities, mission changes, and admission or degree requirement changes, and to report semi-annually on those decisions, the Board of Governors said:

THE UNIVERSITY OF NORTH CAROLINA *is comprised of the sixteen public senior institutions in North Carolina*

> A basic commitment is herein made by the Board of Governors to ensure that such assessments [of racial impact] are made, in recognition of the fact that one critical consideration (but not the only proper consideration) in resolving basic questions about the role, scope, and mission of The University is the need to encourage at all times, in every way feasible, the further elimination of identifiable racial duality. In any case where the strong possibility of a negative impact attributable to a particular course of action is perceived, the action will not be taken unless there are countervailing legitimate and compelling inducements, or a sound educational character, which militate in favor of the proposed action. [Pages 282-83]

The foregoing statements take it for granted that only under unusual circumstances would the Board of Governors authorize an action which it anticipated would impede the elimination of the dual system, and in those instances in which it did do so, the Board would assume the burden of proof that the ultimate result of the action, or of a group of related actions, would be to further the objective of eliminating the effects of the racially dual system, or would have some other educational objective of such compelling validity that its value would outweigh any anticipated negative effect of the particular action on the racial composition of the student body of the institution; in either case, review of the proposed action by the President and the Department of Health, Education and Welfare prior to its implementation would be had. It should be reiterated, however, that such instances will be rare and will be the subject of special treatment and justification.

3. In your letter of April 24, page 4, first paragraph, you state that

> All impact determinations must be reviewed at the State level, and final determinations as to whether the actions in question would impede desegregation must be made at that level.

While the Board of Governors holds by statute virtually complete control over the 16 constituent institutions of The University, it cannot exercise all of its powers without stifling the initiative and sense of responsibility of the boards of trustees, chancellors, and other officers of those institutions. Therefore it has delegated to the boards of trustees of the institutions and to their chancellors extensive powers of policy-making and management, on the theory that the greatest degree of knowledge and understanding of the problems encountered will be found at the local level and therefore the most intelligent decisions can be made there. For the same reason, the Board stated in the revised plan that the duty of considering the racial impact of decisions will rest initially and primarily with the board or officer authorized to take the action in question. The Board of Governors also stated, however, that "all such ultimate decisions, whether made at the campus level or at the central level, will be the subject of the periodic reporting commitments herein made." [Page 283]

The original and revised plans contain numerous commitments to make semi-annual reports on experience and progress under the state plan. Obviously much of the information that will form the basis for those reports will have to be obtained through routine reports on the same subjects from each of the 16 constituent institutions to the President. One subject of periodic reporting to the President will be the actions taken at the institutional level on which racial impact statements are required. With respect to prospective actions by the institutions that are anticipated to have negative impact of systemwide significance on the disestablishment of the dual system, the prior review and approval of the President will be required, and instructions will be issued by the President to the chancellors as to the types of institutional actions having the potential for negative impact of systemwide significance. If in the course of reviewing these reports it is found by the President that an action has been taken or is contemplated by a constituent institution that would, in the opinion of the President, impede the elimination of the dual system of higher education in North Carolina, he will take (or where appropriate, recommend to the Board of Governors that it take) proper remedial action to obtain an alteration of the decision. Ordinarily, such a request to the chancellor or board of trustees will produce corrective action. Should that not be sufficient, the Board of Governors may resort to other means, including as an ultimate measure overriding the local decision, to see that the stated policy of The University is followed.

4. Pages 209-13 of the revised plan contain a commitment of the Board of Governors to study and identify resource disparities between the predominantly black institutions and their white counterparts, and project the completion of this study by the end of 1974. It is not the Board's intention that this be a study without action. The revised plan states: "Upon identification of any such deficiencies, prompt and appropriate remedial action will be undertaken." [Page 210] For those deficiencies requiring for their remedy the expenditure of substantial amounts of money, resort to future legislative

appropriations must be had. The Board's commitment to take "prompt and appropriate remedial action" would include the presentation to the next session of the General Assembly, as a part of its regular budget presentation, of requests for appropriations sufficient to finance resolution of the problems found. As explained in the revised plan, the budget cycle for 1975-77 will have run so far by the time the institutional needs analysis will have been completed as to preclude our asking for large amounts of additional money from the General Assembly of 1975. Thus the principal request will be timely for consideration by the 1977 session of the General Assembly. To the extent that program or personnel changes are called for, a single request to that session may suffice to produce financing at the level needed for equalization. To the extent that capital improvements are called for, a series of requests to the legislative sessions of 1977 and 1979 may be indicated. In any event, we expect to have any deficiencies that are found remedied, or remedial action funded, by 1980.

5. Your letter of April 24, page 5, paragraph 3, reads as follows:

> The revised plan should also commit the Boards to a procedure to measure and monitor all construction to insure that new construction at the predominantly black institutions is not lower in quality than that at the predominantly white institutions.

Pages 205-206 of the revised plan respond to that request. It is stated on page 205 that

> During the time that the Board of Governors has exercised legal responsibility for University finances (i.e., since July 1, 1972), no differentials in the cost of state-financed construction or in the quality of physical facilities constructed at predominantly black and predominantly white campuses respectively have been planned, acquiesced in, or approved by the Board which reflect racial considerations or the predominant racial character of any campus. Furthermore, decisions by the Board and its administrative officers will not reflect such improper racial considerations in the future. [Page 205]

The reluctance of the Board to make the categorical policy declaration asked for in your letter is not, therefore, due to any disagreement with you over the impermissibility of racial considerations governing the quality of construction on the respective campuses. It arises from a realization that there are many causes for differentials in quality of construction (as measured, for example, by square footage costs) which have no relationship to the racial identity of the campuses involved. For example, inflation can easily result in two similar buildings, authorized at the same time at the same unit cost but sent out for bids at different times due to such factors as design or land acquisition delay, costing significantly different amounts. If each must be built within the same fixed, appropriated sum and the space requirements are the same, it might be necessary to build one more economically per square foot than the other, simply in order to get the needed amount of space. To insist on equal quality of construction would produce a less adequate building on one campus than the other. Adding the factor that one building is on a predominantly black campus, the other on a predominantly white campus, makes no essential difference: that is an incident and not a cause. The Board has committed itself not to make such differentials on the basis of the racial identity of institutions, and it anticipates that any failure to keep that commitment would result in its being called to account for the failure. (Of course, we are not talking here about quality differentials that affect health and safety standards: these standards must be met by all state as well as private construction.)

6. On pages 226-31 of the revised plan, the Board of Governors committed itself to undertake as a part of its current (1974-75) long range planning program a special effort to identify and evaluate possible instances of racially-based duplication of programs as between predominantly black and predominantly white institutions. One branch of the same planning process will be a re-examination of the roles of all 16 of the constituent institutions and where necessary the redefinition of those roles. The Board stated in the revised plan, "we hope to make all 16 constituent institutions attractive to students of all races." [Page 28] This will include a revision in the roles of the predominantly black institutions calculated to make them more attractive to students of both races. The Board of Governors recognizes, as did the Board of Higher Education before it, that the historical roles of those five institutions as essentially teacher-training institutions are too narrow, and therefore authorization has been given for the modification of their programs to include a broader range of liberal arts and other programs. That process is expected to continue and to produce institutions more attractive both to white and black students. Careful attention will be given those five campuses

as the potential locations of new specialized educational programs for which there is need and which would tend to make them more attractive to white students in particular. The program duplication and role definition studies will give special attention to the instances of possibly unnecessary program duplication between proximate pairs of predominantly white and predominantly black institutions, and seek revision in program responsibilities aimed at the elimination of racially-based alternative program offerings in those institutions.

I note that at several places in the revised plan, the Board of Governors has stated that it will pursue studies (e.g., as to program duplication, institutional roles, and resource equalization) related to desegregation in connection with its more comprehensive long-range planning effort. The coupling of the two types of studies should not obscure the fact that the Board recognizes the necessity of these desegregation-related studies irrespective of the long-range planning effort and would undertake them independently were the latter effort not in progress. They are combined here simply because they concur in time and cover to a considerable extent the same subject-matter, and independent, simultaneous pursuit of the two projects would be wasteful and duplicative effort on the part of many of the same people.

7. While the Board of Governors does not agree that Greensboro and Winston-Salem or Fayetteville and Pembroke constitute single communities for educational planning purposes (page 229), the current long-range planning effort of The University will consider the bearing of the geographical proximity of those institutions on their program offerings in order to determine whether they do in practice offer racially-related alternatives to students living in those areas.

8. In your letter of April 24, page 6, paragraph 2, you ask for definition of "the criteria by which the State distinguishes between basic and specialized curricula offerings." We are now at work on such a definition and will transmit it to you by October 1, 1974.

9. On pages 148-49 of the revised plan, the Board of Governors has given various assurances that it will not tolerate instances of discrimination on the basis of race within its institutions or by those whose activities are under its control and has established a mechanism for identifying and dealing with such instances should they occur. It is anticipated that all such instances of racially-based discrimination occurring

on the campuses will be dealt with effectively by the chancellors and their subordinates. It will be the obligation of the President, however, to maintain oversight of this matter through the regular reporting processes of The University as well as through complaints that may reach him of unremedied discrimination occurring on the campuses and to take (or where appropriate to recommend to the Board of Governors that it take) remedial action where necessary.

10. On pages 168-70 of the revised plan, the Board of Governors has committed itself to the establishment of an academic position listing service and a faculty applicant listing service that are intended to make the availability of positions more widely known and to bring to the attention of those with hiring responsibilities a wider range of prospective appointees than they now have available. While the use of these services will be voluntary with the institutions seeking to fill positions and the people seeking appointments (the Board did not consider the mandatory use of these services to be feasible), it is hoped that the use of both services will become extensive and that the results will be significant by greater representation of the local racial minority in each of the 16 faculties.

The campuses are now thoroughly familiar with the requirements of affirmative action with respect to employment under the Executive Order program, and in particular the predominantly white institutions are in search of additional sources of names of black faculty prospects. It is anticipated that the new faculty applicant listing service will be one such source that will be routinely consulted by the institutions in the course of their future recruitment efforts. The counterpart academic position listing service will serve the same purpose -- to enable the institutions to show that, as a part of their affirmative action effort, they have taken that step among others to inform all potentially interested applicants of the existence of a vacancy.

I trust that these comments will be helpful to you in interpreting the revised plan and will enable you to approve the plan, so that we may proceed to carry it out in the confidence that you have found it to be a constructive means of achieving the objective of access to the benefits of public postsecondary education without racially-related disadvantages.

Sincerely yours,

Wm Friday

William Friday

APPENDICES CCS

Appendix CCS-1

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

CURRICULUM STUDENT ENROLLMENT BY RACE, FALL, 1973

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	**5472**	**621**	**29**	**79**	**6201**	**2672**	**273**	**6**	**42**	**2993**	**8144**	**894**	**35**	**121**	**9194**
FRESHMEN	3710	442	18	56	4226	2017	212	4	37	2270	5727	654	22	93	6496
SOPHOMORES	1762	179	11	23	1975	655	61	2	5	723	2417	240	13	28	2698
GENERAL EDUCATION	**881**	**129**	**13**	**18**	**1041**	**7029**	**648**	**18**	**212**	**7907**	**7910**	**777**	**31**	**230**	**8948**
FRESHMEN	750	111	12	16	889	6594	619	17	202	7432	7344	730	29	218	8321
SOPHOMORES	131	18	1	2	152	435	29	1	10	475	566	47	2	12	627
TECHNICAL	**15277**	**3689**	**98**	**239**	**19303**	**7911**	**1463**	**61**	**138**	**9573**	**23188**	**5152**	**159**	**377**	**28876**
FRESHMEN	10665	2800	76	191	13732	6185	1182	57	117	7541	16850	3982	133	308	21273
SOPHOMORES	4612	889	22	48	5571	1726	281	4	21	2032	6338	1170	26	69	7603
VOCATIONAL	**5167**	**2287**	**136**	**93**	**7683**	**3643**	**932**	**46**	**66**	**4687**	**8810**	**3219**	**182**	**159**	**12370**
FRESHMEN	4799	2116	122	85	7122	3425	878	42	62	4407	8224	2994	164	147	11529
SOPHOMORES	368	171	14	8	561	218	54	4	4	280	586	225	18	12	841
GRAND TOTAL	**26797**	**6726**	**276**	**429**	**34228**	**21255**	**3336**	**131**	**458**	**25180**	**48052**	**10042**	**407**	**887**	**59388**
FRESHMEN	19924	5469	228	348	25969	18221	2891	120	418	21650	38145	8360	348	766	47619
SOPHOMORES	6873	1257	48	81	8259	3034	425	11	40	3510	9907	1682	59	121	11769

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION WILSON COUNTY TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	3	4			7	143	26	1	5	177	146	32	1	5	184
FRESHMEN	3	4			7	143	27	1	4	175	146	31	1	4	182
SOPHOMORES							1		1	2		1		1	2
TECHNICAL	189	86		2	277	59	7			66	248	93		2	343
FRESHMEN	106	60			166	38	5			43	144	65			209
SOPHOMORES	83	26		2	111	21	2			23	104	28		2	134
VOCATIONAL	111	76		4	191	5	8			13	116	84		4	204
FRESHMEN	106	76		3	185	5	8			13	111	84		3	19[illegible]
SOPHOMORES	5			1	6						5			1	6
TOTAL	303	166		6	475	207	43	1	5	256	510	209	1	11	731
FRESHMEN	215	140		3	358	186	40	1	4	231	401	180	1	7	5[illegible]
SOPHOMORES	88	26		3	117	21	3		1	25	109	29		4	142

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION WILKES COMMUNITY COLLEGE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	190	13		5	208	38	4			42	228	17		5	250
FRESHMEN	116	11		2	129	22	2			24	138	13		2	153
SOPHOMORES	74	2		3	79	16	2			18	90	4		3	97
GENERAL EDUCATION	1	1			2	344	4	1	6	355	345	5	1	6	357
FRESHMEN	1	1			2	314	3	1	6	324	315	4	1	6	326
SOPHOMORES						30	1			31	30	1			31
TECHNICAL	521	24		3	548	359	30		1	390	880	54		4	938
FRESHMEN	286	12		2	300	248	26		1	275	534	38		3	575
SOPHOMORES	235	12		1	248	111	4			115	346	16		1	363
VOCATIONAL	54	6		1	61	2				2	56	6		1	63
FRESHMEN	53	6		1	60	2				2	55	6		1	62
SOPHOMORES	1				1						1				1
TOTAL	766	44		9	819	743	38	1	7	789	1509	82	1	16	1608
FRESHMEN	456	30		5	491	586	31	1	7	625	1042	61	1	12	1116
SOPHOMORES	310	14		4	328	157	7			164	467	21		4	492

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION WESTERN PIEDMONT COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	247	9		4	260	80	6		1	87	327	15		5	347
FRESHMEN	174	7		4	185	56	5		1	62	230	12		5	247
SOPHOMORES	73	2			75	24	1			25	97	3			100
GENERAL EDUCATION	4	2	1	1	8	383	10		9	402	387	12	1	10	410
FRESHMEN	3	1	1	1	6	359	10		9	378	362	11	1	10	384
SOPHOMORES	1	1			2	24				24	25	1			26
TECHNICAL	397	26	1	10	434	117	10		3	130	514	36	1	13	564
FRESHMEN	265	20		7	292	54	6		1	61	319	26		8	353
SOPHOMORES	132	6	1	3	142	63	4		2	69	195	10	1	5	211
VOCATIONAL	27	3			30	15	3		2	20	42	6		2	50
FRESHMEN	23	3			26	14	3		2	19	39	6		2	47
SOPHOMORES	2				2	1				1	3				3
TOTAL	675	40	2	15	732	595	29		15	639	1270	69	2	30	1371
FRESHMEN	467	31	1	12	511	483	24		13	520	950	55	1	25	1031
SOPHOMORES	208	9	1	3	221	112	5		2	119	320	14	1	5	340

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION WAYNE COMMUNITY COLLEGE

FALL 1973-74

INFORMATION FOR FORM CS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	299	50		2	351	176	35	1	3	217	477	85	1	5	568
FRESHMEN	254	42			296	156	32	1	3	194	412	74	1	3	490
SOPHOMORES	45	8		2	55	20	3			23	65	11		2	78
GENERAL EDUCATION	8	1			9	52	5			57	60	6			66
FRESHMEN	8	1			9	48	3			51	56	4			60
SOPHOMORES						4	2			6	4	2			6
TECHNICAL	635	146		7	788	50	25		1	76	685	171		8	864
FRESHMEN	440	119		5	564	28	19		1	48	468	138		6	612
SOPHOMORES	195	27		2	224	22	6			28	217	33		2	252
VOCATIONAL	141	94		2	237	2	1			3	143	95		2	240
FRESHMEN	117	80		2	199	2	1			3	119	81		2	202
SOPHOMORES	24	14			38						24	14			38
TOTAL	1083	291		11	1385	282	66	1	4	353	1365	357	1	15	1738
FRESHMEN	819	242		7	1068	236	55	1	4	296	1055	297	1	11	1364
SOPHOMORES	264	49		4	317	46	11			57	310	60		4	374

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION W. W. HOLDING TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER
EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION						216	10		2	228	216	10		2	228
FRESHMEN						215	10		2	227	215	10		2	227
SOPHOMORES						1				1	1				1
TECHNICAL	504	48	2	4	558	153	32		3	188	657	80	2	7	746
FRESHMEN	376	36	2	4	418	66	25		3	94	442	61	2	7	512
SOPHOMORES	128	12			140	87	7			94	215	19			234
VOCATIONAL	244	55		4	303	72	10		1	83	316	65		5	386
FRESHMEN	226	52		4	282	70	10		1	81	296	62		5	363
SOPHOMORES	18	3			21	2				2	20	3			23
TOTAL	748	103	2	8	861	441	52		6	499	1189	155	2	14	1360
FRESHMEN	602	88	2	8	700	351	45		6	402	953	133	2	14	1102
SOPHOMORES	146	15			161	90	7			97	236	22			256

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION VANCE-GRANVILLE TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER
EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION						11	1			12	11	1			12
FRESHMEN						11	1			12	11	1			12
SOPHOMORES															
TECHNICAL	45	45			90	38	19		6	63	83	64		6	153
FRESHMEN	30	37			67	38	17		6	61	68	54		6	128
SOPHOMORES	15	8			23		2			2	15	10			25
VOCATIONAL	70	102	1	2	175	43	31		4	78	113	133	1	6	253
FRESHMEN	60	88	1	2	151	42	28		4	74	102	116	1	6	225
SOPHOMORES	10	14			24	1	3			4	11	17			28
TOTAL	115	147	1	2	265	92	51		10	153	207	198	1	12	418
FRESHMEN	90	125	1	2	218	91	46		10	147	181	171	1	12	365
SOPHOMORES	25	22			47	1	5			6	26	27			53

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION TRI-COUNTY TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	22	1		3	26	85			6	91	107	1		9	117
FRESHMEN	20	1		3	24	71			4	75	91	1		7	99
SOPHOMORES	2				2	14			2	16	16			2	18
TECHNICAL	58	4	5		67	37	1	1		39	95	5	6		106
FRESHMEN	58	4	5		67	37	1	1		39	95	5	6		106
SOPHOMORES															
VOCATIONAL	192		1	3	196	39				39	231		1	3	235
FRESHMEN	186		1	3	190	39				39	225		1	3	229
SOPHOMORES	6				6						6				6
TOTAL	274	5	6	6	289	161	1	1	6	169	433	6	7	12	458
FRESHMEN	264	5	6	6	281	147	1	1	4	153	411	6	7	10	434
SOPHOMORES	8				8	14			2	16	22			2	24

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION TECHNICAL INSTITUTE OF ALAMANCE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM I)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN SOPHOMORES															
GENERAL EDUCATION						20	2	1		23	20	2	1		23
FRESHMEN SOPHOMORES						20	2	1		23	20	2	1		23
TECHNICAL	433	81	1	2	517	210	46			256	643	127	1	2	773
FRESHMEN	304	61	1	2	368	155	34			189	459	95	1	2	557
SOPHOMORES	129	20			149	55	12			67	184	32			216
VOCATIONAL	86	28			114	33	17		1	51	119	45		1	165
FRESHMEN	84	26			110	33	17		1	51	117	43		1	161
SOPHOMORES	2	2			4						2	2			4
TOTAL	519	109	1	2	631	263	65	1	1	330	782	174	2	3	961
FRESHMEN	388	87	1	2	478	208	53	1	1	263	596	140	2	3	741
SOPHOMORES	131	22			153	55	12			67	186	34			220

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION SURRY COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	275	14		2	291	379	4		1	384	654	18		3	675
FRESHMEN	157	8		1	166	311	4		1	316	468	12		2	482
SOPHOMORES	118	6		1	125	68				68	186	6		1	193
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	253	15		1	269	197	11		2	210	450	26		3	479
FRESHMEN	169	12		1	182	151	8		1	160	320	20		2	342
SOPHOMORES	84	3			87	46	3		1	50	130	6		1	137
VOCATIONAL	61	27		1	89	41				41	102	27		1	130
FRESHMEN	61	27		1	89	41				41	102	27		1	130
SOPHOMORES															
TOTAL	589	56		4	649	617	15		3	635	1206	71		7	1284
FRESHMEN	387	47		3	437	503	12		2	517	890	59		5	954
SOPHOMORES	202	9		1	212	114	3		1	118	316	12		2	330

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION STANLY TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION						17	3			20	17	3			20
FRESHMEN						17	3			20	17	3			20
SOPHOMORES															
TECHNICAL	83	22			105	25			1	26	108	22		1	131
FRESHMEN	63	19			82	24			1	25	87	19		1	107
SOPHOMORES	20	3			23	1				1	21	3			24
VOCATIONAL	21	14			35	24	1			25	45	15			60
FRESHMEN	21	13			34	20	1			21	41	14			55
SOPHOMORES		1			1	4				4	4	1			5
TOTAL	104	36			140	66	4		1	71	170	40		1	211
FRESHMEN	84	32			116	61	4		1	66	145	36		1	182
SOPHOMORES	20	4			24	5				5	25	4			29

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION SOUTHWESTERN TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

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	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION						352	4	2	12	370	352	4	2	12	370
FRESHMEN						350	4	2	12	368	350	4	2	12	368
SOPHOMORES						2				2	2				2
TECHNICAL	103	1	4	1	109	68	6	2	1	77	171	7	6	2	186
FRESHMEN	68	1	3	1	73	64	5	1	1	71	132	6	4	2	144
SOPHOMORES	35		1		36	4	1	1		6	39	1	2		42
VOCATIONAL	105	2	20	2	129	13	1	4		18	118	3	24	2	147
FRESHMEN	93	1	9	2	105	12	1	1		14	105	2	10	2	119
SOPHOMORES	12	1	11		24	1		3		4	13	1	14		28
TOTAL	208	3	24	3	238	433	11	8	13	465	641	14	32	16	703
FRESHMEN	161	2	12	3	178	426	10	4	13	453	587	12	16	16	631
SOPHOMORES	47	1	12		60	7	1	4		12	54	2	16		72

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION SOUTHEASTERN COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM CS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	293	68	23	1	405	94	11	1	1	107	387	99	24	2	512
FRESHMEN	193	67	14	1	275	71	7	1	1	80	264	74	15	2	355
SOPHOMORES	100	21	9		130	23	4			27	123	25	9		157
GENERAL EDUCATION						41	2		1	44	41	2		1	44
FRESHMEN						8	1			9	8	1			9
SOPHOMORES						33	1		1	35	33	1		1	35
TECHNICAL	172	50	10		232	111	9	2		122	283	59	12		354
FRESHMEN	112	38	9		159	95	7	2		104	207	45	11		263
SOPHOMORES	60	12	1		73	16	2			18	76	14	1		91
VOCATIONAL	46	49	2		97	66	13			79	112	62	2		176
FRESHMEN	45	47	2		94	64	11			75	109	58	2		169
SOPHOMORES	1	2			3	2	2			4	3	4			7
TOTAL	511	167	35	1	734	312	35	3	2	352	823	222	38	3	1086
FRESHMEN	350	152	25	1	528	238	26	3	1	268	588	178	28	2	796
SOPHOMORES	161	35	10		206	74	9		1	84	235	44	10	1	290

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION SANDHILLS COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	436	65	1	10	512	64	9			73	500	74	1	10	585
FRESHMEN	270	35	1	7	313	39	5			44	309	40	1	7	357
SOPHOMORES	166	30		3	199	25	4			29	191	34		3	228
GENERAL EDUCATION	17			1	18	124	4		2	130	141	4		3	148
FRESHMEN	12			1	13	117	3		2	122	129	3		3	135
SOPHOMORES	5				5	7	1			8	12	1			13
TECHNICAL	323	82		8	413	85	40		3	128	408	122		11	541
FRESHMEN	211	55		6	276	48	24		1	73	259	83		7	349
SOPHOMORES	112	23		2	137	37	16		2	55	149	39		4	192
VOCATIONAL	48	22	1	1	72	5	2			7	53	24	1	1	79
FRESHMEN	41	15	1	1	58	3	2			5	44	17	1	1	63
SOPHOMORES	7	7			14	2				2	9	7			16
TOTAL	824	169	2	20	1015	278	55		5	338	1102	224	2	25	1353
FRESHMEN	534	109	2	15	660	207	34		3	244	741	143	2	18	904
SOPHOMORES	290	60		5	355	71	21		2	94	361	81		7	449

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION SAMPSON TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	19	1	1		21	34	1			35	53	2	1		56
FRESHMEN	19	1	1		21	29	1			30	48	2	1		51
SOPHOMORES						5				5	5				5
TECHNICAL	135	54	5		194	47	14	1	1	63	182	68	6	1	257
FRESHMEN	98	34	4		136	22	9	1	1	33	120	43	5	1	169
SOPHOMORES	37	20	1		58	25	5			30	62	25	1		88
VOCATIONAL	35	26	1		62	38	23	2	2	65	73	49	3	2	127
FRESHMEN	30	22	1		53	37	23	1	2	63	67	45	2	2	116
SOPHOMORES	5	4			9	1		1		2	6	4	1		11
TOTAL	189	81	7		277	119	38	3	3	163	308	119	10	3	440
FRESHMEN	147	57	6		210	88	33	2	3	126	235	90	8	3	336
SOPHOMORES	42	24	1		67	31	5	1		37	73	29	2		104

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION ROWAN TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM I)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	2				2	78	4		1	83	80	4		1	85
FRESHMEN	2				2	68	3		1	72	70	3		1	74
SOPHOMORES						10	1			11	10	1			11
TECHNICAL	449	64	1	4	518	133	12	2	1	148	582	76	3	5	666
FRESHMEN	297	49	1	4	351	118	8	2	1	129	415	57	3	5	480
SOPHOMORES	152	15			167	15	4			19	167	19			186
VOCATIONAL	116	55		2	173	93	22		1	116	209	77		3	289
FRESHMEN	115	55		2	172	79	22		1	102	194	77		3	274
SOPHOMORES	1				1	14				14	15				15
TOTAL	567	119	1	6	693	304	38	2	3	347	871	157	3	9	1040
FRESHMEN	414	104	1	6	525	265	33	2	3	303	679	137	3	9	828
SOPHOMORES	153	15			168	39	5			44	192	20			212

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION ROCKINGHAM COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	346	15		4	365	90	7			97	436	22		4	462
FRESHMEN	238	12		3	253	58	3			61	296	15		3	314
SOPHOMORES	108	3		1	112	32	4			36	140	7		1	148
GENERAL EDUCATION	6				6	142	11		1	154	148	11		1	160
FRESHMEN	4				4	132	10		1	143	136	10		1	147
SOPHOMORES	2				2	10	1			11	12	1			13
TECHNICAL	182	52			234	134	38		1	173	316	90		1	407
FRESHMEN	129	43			172	88	31			119	217	74			291
SOPHOMORES	53	9			62	46	7		1	54	99	16		1	116
VOCATIONAL	86	26		2	114	105	12			117	191	38		2	231
FRESHMEN	83	24		2	109	92	12			104	175	36		2	213
SOPHOMORES	3	2			5	13				13	16	2			18
TOTAL	620	93		6	719	471	68		2	541	1091	161		8	1260
FRESHMEN	454	79		5	538	370	56		1	427	824	135		6	965
SOPHOMORES	166	14		1	181	101	12		1	114	267	26		2	295

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION ROBESON TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	2	3	3		8	23	1	3		27	25	4	6		35
FRESHMEN	2	3	3		8	23	1	3		27	25	4	6		35
SOPHOMORES															
TECHNICAL	54	35	24	1	114	87	14	34		135	141	49	58	1	249
FRESHMEN	34	26	16		76	83	14	33		130	117	40	49		206
SOPHOMORES	20	9	8	1	38	4		1		5	24	9	9	1	43
VOCATIONAL	85	69	71	1	226	14	34	25		73	99	103	96	1	299
FRESHMEN	85	66	71	1	223	14	30	25		69	99	96	96	1	292
SOPHOMORES		3			3		4			4		7			7
TOTAL	141	107	98	2	348	124	49	62		235	265	156	160	2	583
FRESHMEN	121	95	90	1	307	120	45	61		226	241	140	151	1	533
SOPHOMORES	20	12	8	1	41	4	4	1		9	24	16	9	1	50

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION ROANOKE-CHOWAN TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION		2			2	9				9	9	2			11
FRESHMEN		2			2	9				9	9	2			11
SOPHOMORES															
TECHNICAL	45	87			132	7	9			16	52	96			148
FRESHMEN	30	51			81	5	8			13	35	59			94
SOPHOMORES	15	36			51	2	1			3	17	37			54
VOCATIONAL	53	111	2	2	168	9	7			16	62	118	2	2	184
FRESHMEN	47	100	2	2	151	9	6			15	56	106	2	2	166
SOPHOMORES	6	11			17		1			1	6	12			18
TOTAL	98	200	2	2	302	25	16			41	123	216	2	2	343
FRESHMEN	77	153	2	2	234	23	14			37	100	167	2	2	271
SOPHOMORES	21	47			68	2	2			4	23	49			72

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION RICHMOND TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-3[illegible] COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER
EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	57	19	4		80	40	4		1	45	97	23	4	1	125
FRESHMEN	54	14	4		72	38	3		1	42	92	17	4	1	114
SOPHOMORES	3	5			8	2	1			3	5	6			11
TECHNICAL	178	83	7	1	269	96	8		2	106	274	91	7	3	375
FRESHMEN	127	63	5	1	196	81	6		2	89	208	69	5	3	285
SOPHOMORES	51	20	2		73	15	2			17	66	22	2		90
VOCATIONAL	88	56	5	2	151	23	11	3	3	40	111	67	8	5	191
FRESHMEN	87	56	5	2	150	23	11	3	3	40	110	67	8	5	190
SOPHOMORES	1				1						1				1
TOTAL	323	158	16	3	500	159	23	3	6	191	482	181	19	9	691
FRESHMEN	268	133	14	3	418	142	20	3	6	171	410	153	17	9	589
SOPHOMORES	55	25	2		82	17	3			20	72	28	2		102

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION RANDOLPH TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM CS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN SOPHOMORES															
GENERAL EDUCATION	64				64	22	1			23	86	1			87
FRESHMEN SOPHOMORES	50 14				50 14	15 7	1			16 7	65 21	1			66 21
TECHNICAL	229	7		1	237	48	3			51	277	10		1	288
FRESHMEN SOPHOMORES	161 68	6 1		 1	167 70	45 3	3			48 3	206 71	9 1		 1	215 73
VOCATIONAL	76	2		2	80	87	12			99	163	14		2	179
FRESHMEN SOPHOMORES	75 1	2		2	79 1	87	12			99	162 1	14		2	178 1
TOTAL	369	9		3	381	157	16			173	526	25		3	554
FRESHMEN SOPHOMORES	286 83	8 1		2 1	296 85	147 10	16			163 10	433 93	24 1		2 1	459 95

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION PITT TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM CS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	1	1			2	158	63		2	223	159	64		2	225
FRESHMEN	1	1			2	157	63		2	222	158	64		2	224
SOPHOMORES						1				1	1				1
TECHNICAL	305	112	1	5	423	134	19		3	156	439	131	1	8	579
FRESHMEN	188	77	1	4	270	115	15		3	133	303	92	1	7	403
SOPHOMORES	117	35		1	153	19	4			23	136	39		1	176
VOCATIONAL	106	57	2		165	49	8			57	155	65	2		222
FRESHMEN	89	50	2		141	49	8			57	138	58	2		198
SOPHOMORES	17	7			24						17	7			24
TOTAL	412	170	3	5	590	341	90		5	436	753	260	3	10	1026
FRESHMEN	278	128	3	4	413	321	86		5	412	599	214	3	9	825
SOPHOMORES	134	42		1	177	20	4			24	154	46		1	201

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION PIEDMONT TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN SOPHOMORES															
GENERAL EDUCATION						3				3	3				3
FRESHMEN SOPHOMORES						3				3	3				3
TECHNICAL	323	51	4		378	172	24		2	198	495	75	4	2	576
FRESHMEN SOPHOMORES	241 82	41 10	3 1		285 93	94 78	17 7		2	113 85	335 160	58 17	3 1	2	398 178
VOCATIONAL	25	37		1	63	108	79	1	3	191	133	116	1	4	254
FRESHMEN SOPHOMORES	22 3	37		1	60 3	105 3	76 1	1	3	187 4	127 6	115 1	1	4	247 7
TOTAL	348	88	4	1	441	283	103	1	5	392	631	191	5	6	833
FRESHMEN SOPHOMORES	263 85	78 10	3 1	1	345 96	202 81	95 8	1	5	303 89	465 166	173 18	4 1	6	648 185

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION PAMLICO TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	10	10			20	16	7			23	26	17			43
FRESHMEN	7 ✓	7 ✓			14 ✓	16 ✓	6 ✓			22	23	13			36
SOPHOMORES	3 ✓	3 ✓			6 ✓		✓ 1			1	3	4			7
VOCATIONAL	14	9			23	1				1	15	9			24
FRESHMEN	14 ✓	9 ✓			23	1 ✓				1	15	9			24
SOPHOMORES															
TOTAL	24	19 ✓			43 ✓	17	7			24	41	26			67
FRESHMEN	21	16			37	17 ✓	6 ✓			23	38	22			60
SOPHOMORES	3	3			6 ✓		1			1	3	4			7

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION NASH TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN SOPHOMORES															
GENERAL EDUCATION	53	12		3	68	209	35	1	9	254	262	47	1	12	322
FRESHMEN SOPHOMORES	39 14	10 2		3	52 16	201 8	34 1	1	9	245 9	240 22	44 3	1	12	297 25
TECHNICAL	107	61		7	175	6	1			7	113	62		7	182
FRESHMEN SOPHOMORES	83 24	39 22		7	129 46	6	 1			6 1	89 24	39 23		7	135 47
VOCATIONAL	26	16		2	44	38	3		4	45	64	19		6	89
FRESHMEN SOPHOMORES	26	16		2	44	38	3		4	45	64	19		6	89
TOTAL	160	89		12	267	253	39	1	13	306	439	128	1	25	593
FRESHMEN SOPHOMORES	148 38	65 24		12	225 62	245 8	37 2	1	13	296 10	393 46	102 26	1	25	521 72

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION MONTGOMERY TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	22	20		1	43	23	5			28	45	25		1	71
FRESHMEN	16	19		1	36	21	2			23	37	21		1	59
SOPHOMORES	6	1			7	2	3			5	8	4			12
VOCATIONAL	56	17		2	75	61	15		1	78	117	33		3	153
FRESHMEN	56	17		2	75	61	15		1	77	117	32		3	152
SOPHOMORES							1			1		1			1
TOTAL	78	37		3	118	84	21		1	106	162	58		4	224
FRESHMEN	72	36		3	111	82	17		1	100	154	53		4	211
SOPHOMORES	6	1			7	2	4			6	8	5			13

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION MITCHELL COMMUNITY COLLEGE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	366	44		1	411	41	2			43	407	46		1	454
FRESHMEN	238	32			270	28	2			30	266	34			300
SOPHOMORES	128	12		1	141	13				13	141	12		1	154
GENERAL EDUCATION						33	2		3	38	33	2		3	38
FRESHMEN						13	2		3	18	13	2		3	18
SOPHOMORES						20				20	20				20
TECHNICAL	74	18			92	44	4			48	118	22			140
FRESHMEN	57	16			73	38	4			42	95	20			115
SOPHOMORES	17	2			19	6				6	23	2			25
VOCATIONAL															
FRESHMEN															
SOPHOMORES															
TOTAL	440	62		1	503	118	8		3	129	558	70		4	632
FRESHMEN	295	48			343	79	8		3	90	374	56		3	433
SOPHOMORES	145	14		1	160	39				39	184	14		1	199

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION MCDOWELL TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	1				1	7				7	8				8
FRESHMEN	1				1	7				7	8				8
SOPHOMORES															
TECHNICAL	79	5		3	87	6	4		2	14	87	9		5	101
FRESHMEN	52	3		2	57	6	4		2	14	58	7		4	71
SOPHOMORES	27	2		1	30						27	2		1	30
VOCATIONAL	67	7		3	77						67	7		3	77
FRESHMEN	65	7		3	75						65	7		3	75
SOPHOMORES	2				2						2				2
TOTAL	147	12		6	165	15	4		2	21	162	16		8	186
FRESHMEN	118	10		5	133	15	4		2	21	133	14		7	154
SOPHOMORES	29	2		1	32						29	2		1	32

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION MAYLAND TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM CS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

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	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	93				93	39				39	132				132
FRESHMEN	72				72	39				39	111				111
SOPHOMORES	21				21						21				21
VOCATIONAL	73			1	74	48				48	121			1	122
FRESHMEN	73			1	74	30				30	103			1	104
SOPHOMORES						18				18	18				18
TOTAL	166			1	167	87				87	253			1	254
FRESHMEN	145			1	146	69				69	214			1	215
SOPHOMORES	21				21	18				18	39				39

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION MARTIN TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	23	8			31	7	4			11	30	12			42
FRESHMEN	23	8			31	7	4			11	30	12			42
SOPHOMORES															
TECHNICAL	146	63			209	67	10			77	213	73			286
FRESHMEN	93	47			140	60	8			68	153	55			208
SOPHOMORES	53	16			69	7	2			9	60	18			78
VOCATIONAL	16	45			61	32	22			54	48	67			115
FRESHMEN	15	42			57	32	22			54	47	64			111
SOPHOMORES	1	3			4						1	3			4
TOTAL	185	116			301	106	36			142	291	152			443
FRESHMEN	131	97			228	99	34			133	230	131			361
SOPHOMORES	54	19			73	7	2			9	61	21			82

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION LENOIR COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	314	44	1	1	360	195	24		2	221	509	68	1	3	581
FRESHMEN	202	26			228	122	17		2	141	324	43		2	369
SOPHOMORES	112	18	1	1	132	73	7			80	185	25	1	1	212
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	317	112		4	433	149	35		1	185	466	147		5	618
FRESHMEN	209	90		3	302	111	25			136	320	115		3	438
SOPHOMORES	108	22		1	131	38	10		1	49	146	32		2	180
VOCATIONAL	114	126			240	133	41	1	1	176	247	167	1	1	416
FRESHMEN	100	118			218	111	34	1	1	147	211	152	1	1	365
SOPHOMORES	14	8			22	22	7			29	36	15			51
TOTAL	745	282	1	5	1033	477	100	1	4	582	1222	382	2	9	1615
FRESHMEN	511	234		3	748	344	76	1	3	424	855	310	1	6	1172
SOPHOMORES	234	48	1	2	285	133	24		1	158	367	72	1	3	443

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION JOHNSTON TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	32	5			37	32	1			33	64	6			70
FRESHMEN	32	5			37	26	1			27	58	6			64
SOPHOMORES						6				6	6				6
TECHNICAL	132	26		1	161	117	2			119	249	30		1	280
FRESHMEN	104	18		1	123	16	4			20	122	20		1	143
SOPHOMORES	28	10			38	99				99	127	10			137
VOCATIONAL	82	52	1	1	136	45	16		2	65	127	70	1	3	201
FRESHMEN	81	51	1	1	134	35	15		2	52	116	66	1	3	186
SOPHOMORES	1	1			2	10	3			13	11	4			15
TOTAL	246	85	1	2	334	194	21		2	217	440	106	1	4	551
FRESHMEN	217	74	1	2	294	79	16		2	99	296	92	1	4	393
SOPHOMORES	29	11			40	115	3			116	144	14			158

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION JAMES SPRUNT INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	36	7			43	39	7		2	48	75	14		2	91
FRESHMEN	29	7			36	33	7		1	41	62	14		1	77
SOPHOMORES	7				7	6			1	7	13			1	14
TECHNICAL	93	44		2	139	44	2		2	48	137	46		4	187
FRESHMEN	73	35		1	109	28	2		1	31	101	37		2	140
SOPHOMORES	20	9		1	30	16			1	17	36	9		2	47
VOCATIONAL	67	56	1	2	126	20	6		1	27	87	62	1	3	153
FRESHMEN	59	47	1	1	108	19	5		1	25	78	52	1	2	133
SOPHOMORES	8	9		1	18	1	1			2	9	10		1	20
TOTAL	196	107	1	4	308	103	15		5	123	299	122	1	9	431
FRESHMEN	161	89	1	2	253	80	14		3	97	241	103	1	5	350
SOPHOMORES	35	18		2	55	23	1		2	26	58	19		4	81

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION ISOTHERMAL COMMUNITY COLLEGE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	179	14		2	195	49	6		1	56	228	20		3	251
FRESHMEN	109	12		1	122	40	5		1	46	149	17		2	168
SOPHOMORES	70	2		1	73	9	1			10	79	3		1	83
GENERAL EDUCATION	1				1	13	3			16	14	3			17
FRESHMEN	1				1	12	3			15	13	3			16
SOPHOMORES						1				1	1				1
TECHNICAL	80	13		1	94	21	2			23	101	15		1	117
FRESHMEN	53	5			62	17	1			18	70	10			80
SOPHOMORES	27	4		1	32	4	1			5	31	5		1	37
VOCATIONAL	92	17		3	112	39	9			48	131	26		3	160
FRESHMEN	90	17		2	109	36	9			45	126	26		2	154
SOPHOMORES	2			1	3	3				3	5			1	6
TOTAL	352	44		6	402	122	20		1	143	474	64		7	545
FRESHMEN	253	38		3	294	105	18		1	124	358	56		4	418
SOPHOMORES	99	6		3	108	17	2			19	116	8		3	127

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION HAYWOOD TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER
EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM I)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	237	5		3	245	51	2			53	288	7		3	298
FRESHMEN	139	4		2	145	49	2			51	188	6		2	196
SOPHOMORES	98	1		1	100	2				2	100	1		1	102
VOCATIONAL	125	5	2	2	134	101	1	2		104	226	6	4	2	238
FRESHMEN	117	5	2	2	126	99	1	2		102	216	6	4	2	228
SOPHOMORES	8				8	2				2	10				10
TOTAL	362	10	2	5	379	152	3	2		157	514	13	4	5	536
FRESHMEN	256	9	2	4	271	148	3	2		153	404	12	4	4	424
SOPHOMORES	106	1		1	108	4				4	110	1		1	112

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION HALIFAX COUNTY TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM GS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	33	2			35	16				16	49	2			51
FRESHMEN	33	2			35	15				15	48	2			50
SOPHOMORES						1				1	1				1
TECHNICAL	108	67	3	2	180	50	16		1	67	158	83	3	3	247
FRESHMEN	79	52	2	2	135	48	16		1	65	127	68	2	3	200
SOPHOMORES	29	15	1		45	2				2	31	15	1		47
VOCATIONAL	57	48	3	1	109	48	9		1	58	105	57	3	2	167
FRESHMEN	56	48	3	1	108	39	8		1	48	95	56	3	2	156
SOPHOMORES	1				1	9	1			10	10	1			11
TOTAL	198	117	6	3	324	114	25		2	141	312	142	6	5	465
FRESHMEN	168	102	5	3	278	102	24		2	128	270	126	5	5	406
SOPHOMORES	30	15	1		46	12	1			13	42	16	1		59

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION GUILFORD TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

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	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	14	2	1		17	104	5		3	112	118	7	1	3	129
FRESHMEN	14	2	1		17	79	3		3	85	93	5	1	3	102
SOPHOMORES						25	2			27	25	2			27
TECHNICAL	625	194		8	827	561	75		4	638	1186	267		12	1465
FRESHMEN	432	160		7	599	485	65		4	552	917	223		11	1151
SOPHOMORES	193	34		1	228	76	10			86	269	44		1	314
VOCATIONAL	142	55		2	199	317	64	2	6	389	459	119	2	8	588
FRESHMEN	133	52		1	186	292	62	2	4	360	425	114	2	5	546
SOPHOMORES	9	3		1	13	25	2		2	29	34	5		3	42
TOTAL	781	251	1	10	1043	982	142	2	13	1139	1763	393	3	23	2182
FRESHMEN	579	214	1	8	802	856	128	2	11	997	1435	342	3	19	1799
SOPHOMORES	202	37		2	241	126	14		2	142	328	51		4	383

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION GASTON COLLEGE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	402	37	1	6	446	165	14		1	180	567	51	1	7	626
FRESHMEN	247	25	1	4	277	100	11			111	347	36	1	4	388
SOPHOMORES	155	12		2	169	65	3		1	69	220	15		3	238
GENERAL EDUCATION	58	6		1	65	274	17	1	1	293	332	23	1	2	358
FRESHMEN	47	5			52	240	16	1		257	287	21	1		309
SOPHOMORES	11	1		1	13	34	1		1	36	45	2		2	49
TECHNICAL	455	36	6	10	507	332	11		3	346	787	47	6	13	853
FRESHMEN	312	30	4	4	350	248	10		1	259	560	40	4	5	609
SOPHOMORES	143	6	2	6	157	84	1		2	87	227	7	2	8	244
VOCATIONAL	134	15	2	1	152	223	20		2	245	357	35	2	3	397
FRESHMEN	131	14	2	1	148	206	18		2	226	337	32	2	3	374
SOPHOMORES	3	1			4	17	2			19	20	3			23
TOTAL	1049	94	9	16	1170	994	62	1	7	1064	2043	156	10	25	2234
FRESHMEN	737	74	7	9	827	794	55	1	3	853	1531	129	8	12	1680
SOPHOMORES	312	20	2	9	343	200	7		4	211	512	27	2	13	554

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION FORSYTH TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	4				4	55	9		1	65	59	9		1	69
FRESHMEN	3				3	52	9		1	62	55	9		1	65
SOPHOMORES	1				1	3				3	4				4
TECHNICAL	597	52	2	3	654	133	48		2	183	730	100	2	5	837
FRESHMEN	434	39	2	3	478	116	45		2	163	550	84	2	5	641
SOPHOMORES	163	13			176	17	3			20	180	16			196
VOCATIONAL	277	89	1	4	371	42	20			62	319	109	1	4	433
FRESHMEN	277	89	1	4	371	42	20			62	319	109	1	4	433
SOPHOMORES															
TOTAL	878	141	3	7	1029	230	77		3	310	1108	218	3	10	1339
FRESHMEN	714	128	3	7	852	210	74		3	287	924	202	3	10	1139
SOPHOMORES	164	13			177	20	3			23	184	16			200

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION FAYETTEVILLE TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	101	6	1	1	109	261	31	2	9	303	362	37	3	10	412
FRESHMEN	69	6		1	76	251	29	2	9	291	320	35	2	10	367
SOPHOMORES	32		1		33	10	2			12	42	2	1		45
TECHNICAL	756	255	7	38	1056	779	158	11	31	979	1535	413	18	69	2035
FRESHMEN	609	241	7	34	891	758	154	11	31	954	1367	395	18	65	1845
SOPHOMORES	147	14		4	165	21	4			25	168	18		4	190
VOCATIONAL	283	121	9	6	419	365	42	2	7	416	648	163	11	13	835
FRESHMEN	240	113	6	4	363	362	42	2	7	413	602	155	8	11	776
SOPHOMORES	43	8	3	2	56	3				3	46	8	3	2	59
TOTAL	1140	382	17	45	1584	1405	231	15	47	1698	2545	613	32	92	3282
FRESHMEN	918	360	13	39	1330	1371	225	15	47	1658	2289	585	28	86	2988
SOPHOMORES	222	22	4	6	254	34	6			40	256	28	4	6	294

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION EDGECOMBE TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION						127	52		1	180	127	52		1	180
FRESHMEN						127	50		1	178	127	50		1	178
SOPHOMORES							2			2		2			2
TECHNICAL	71	114		1	186	29	20			49	100	134		1	235
FRESHMEN	53	92		1	146	23	12			35	76	104		1	181
SOPHOMORES	18	22			40	6	8			14	24	30			54
VOCATIONAL	72	46		1	119	26	18			44	98	64		1	163
FRESHMEN	64	35		1	100	26	18			44	90	53		1	144
SOPHOMORES	8	11			19						8	11			19
TOTAL	143	160		2	305	182	90		1	273	325	250		3	578
FRESHMEN	117	127		2	246	176	80		1	257	293	207		3	503
SOPHOMORES	26	33			59	6	10			16	32	43			75

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION DURHAM TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	4	1			5	133	60		3	196	137	61		3	201
FRESHMEN	4	1			5	131	60		3	194	135	61		3	199
SOPHOMORES						2				2	2				2
TECHNICAL	291	323	1	4	619	142	56		1	199	433	379	1	5	818
FRESHMEN	179	212		1	392	115	42			157	294	254		1	549
SOPHOMORES	112	111	1	3	227	27	14		1	42	139	125	1	4	269
VOCATIONAL	74	124		1	199	5	5			10	79	129		1	209
FRESHMEN	72	109		1	182	5	5			10	77	114		1	192
SOPHOMORES	2	15			17						2	15			17
TOTAL	369	448	1	5	823	280	121		4	405	649	569	1	9	1228
FRESHMEN	255	322		2	579	251	107		3	361	506	429		5	940
SOPHOMORES	114	126	1	3	244	29	14		1	44	143	140	1	4	288

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION DAVIDSON COUNTY COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	306	7		3	316	204	5	1	12	222	510	12	1	15	538
FRESHMEN	200	5		3	208	168	4	1	12	185	368	9	1	15	393
SOPHOMORES	106	2			108	36	1			37	142	3			145
GENERAL EDUCATION	45	4		1	50	164	8		15	187	209	12		16	237
FRESHMEN	37	3		1	41	157	8		15	180	194	11		16	221
SOPHOMORES	8	1			9	7				7	15	1			16
TECHNICAL	295	19		2	320	126	18	1	3	148	425	37	1	5	468
FRESHMEN	162	13		2	177	101	16	1	3	121	263	29	1	5	298
SOPHOMORES	137	6			143	25	2			27	162	8			170
VOCATIONAL	77	17		1	95	33	2		2	37	110	19		3	132
FRESHMEN	49	12		1	62	32	1		2	35	81	13		3	97
SOPHOMORES	28	5			33	1	1			2	29	6			35
TOTAL	727	47		7	781	527	33	2	32	5[illegible]	1254	80	2	39	1375
FRESHMEN	448	33		7	488	458	29	2	32	521	906	62	2	39	1009
SOPHOMORES	279	14			293	69	4			73	348	18			366

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CRAVEN COMMUNITY COLLEGE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	56	6		1	63	10				10	66	6		1	73
FRESHMEN	46	5		1	52	9				9	55	5		1	61
SOPHOMORES	10	1			11	1				1	11	1			12
GENERAL EDUCATION	39	6			45	184	35		5	224	223	41		5	269
FRESHMEN	29	5			34	174	32		5	211	203	37		5	245
SOPHOMORES	10	1			11	10	3			13	20	4			24
TECHNICAL	117	49			166	37	9			46	154	58			212
FRESHMEN	73	35			108	30	8			38	103	43			146
SOPHOMORES	44	14			58	7	1			8	51	15			66
VOCATIONAL	63	39			102	45	24			69	108	63			171
FRESHMEN	63	39			102	45	22			67	108	61			169
SOPHOMORES							2			2		2			2
TOTAL	275	100		1	376	276	68		5	349	551	168		6	725
FRESHMEN	211	84		1	296	258	62		5	325	469	146		6	621
SOPHOMORES	64	16			80	18	6			24	82	22			104

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION COLLEGE OF THE ALBEMARLE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	236	33		4	273	68	17			85	304	50		4	358
FRESHMEN	163	21		4	188	53	16			69	216	37		4	257
SOPHOMORES	73	12			85	15	1			16	88	13			101
GENERAL EDUCATION	12	2			14	152	19	1	2	174	164	21	1	2	188
FRESHMEN	10	2			12	113	18	1	2	134	123	20	1	2	146
SOPHOMORES	2				2	39	1			40	41	1			42
TECHNICAL	164	58		5	227	30	9		1	40	194	67		6	267
FRESHMEN	107	30		5	142	20	6		1	27	127	36		6	169
SOPHOMORES	57	28			85	10	3			13	67	31			98
VOCATIONAL	56	20	1	2	79	1				1	57	20	1	2	80
FRESHMEN	49	17	1	2	69	1				1	50	17	1	2	70
SOPHOMORES	7	3			10						7	3			10
TOTAL	468	113	1	11	593	251	45	1	3	300	719	158	2	14	893
FRESHMEN	329	70	1	11	411	187	40	1	3	231	516	110	2	14	642
SOPHOMORES	139	43			182	64	5			69	203	48			251

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION COASTAL CAROLINA COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	241	20	2	4	267	180	16		2	198	421	36	2	6	465
FRESHMEN	166	13	1	4	184	165	15		2	182	331	28	1	6	366
SOPHOMORES	75	7	1		83	15	1			16	90	8	1		99
GENERAL EDUCATION						28	4	1		33	28	4	1		33
FRESHMEN						27	4	1		32	27	4	1		32
SOPHOMORES						1				1	1				1
TECHNICAL	289	45	1	2	337	211	46		4	261	500	91	1	6	598
FRESHMEN	197	31	1	2	231	197	44		4	245	394	75	1	6	476
SOPHOMORES	92	14			106	14	2			16	106	16			122
VOCATIONAL	155	24	1		180	100	20		7	127	255	44	1	7	307
FRESHMEN	141	24	1		166	100	20		7	127	241	44	1	7	293
SOPHOMORES	14				14						14				14
TOTAL	685	89	4	6	784	519	86	1	13	619	1204	175	5	19	1403
FRESHMEN	504	68	3	6	581	489	83	1	13	586	993	151	4	19	1167
SOPHOMORES	181	21	1		203	30	3			33	211	24	1		236

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CLEVELAND COUNTY TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER
EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION						28	1			29	28	1			29
FRESHMEN						26	1			29	28	1			29
SOPHOMORES															
TECHNICAL	452	122		4	578	21	7			28	473	129		4	606
FRESHMEN	420	107		4	531	14	6			20	434	113		4	551
SOPHOMORES	32	15			47	7	1			8	39	16			55
VOCATIONAL	66	32			98	83	23			106	149	55			204
FRESHMEN	66	32			98	83	23			106	149	55			204
SOPHOMORES															
TOTAL	518	154		4	676	132	31			163	650	185		4	839
FRESHMEN	486	139		4	629	125	30			155	611	169		4	784
SOPHOMORES	32	15			47	7	1			8	39	16			55

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CENTRAL PIEDMONT COMMUNITY COLLEGE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	1087	150	1	25	1263	777	107	2	16	902	1864	257	3	41	2165
FRESHMEN	805	111	1	18	935	575	79	1	12	667	1380	190	2	30	1602
SOPHOMORES	282	39	0	7	328	202	28	1	4	235	484	67	1	11	563
GENERAL EDUCATION	85	14	1	3	103	2254	149	2	91	2496	2339	163	3	94	2599
FRESHMEN	82	13	1	2	98	2163	143	1	87	2394	2245	156	2	89	2492
SOPHOMORES	3	1	0	1	5	91	6	1	4	102	94	7	1	5	107
TECHNICAL	1620	410	11	40	2081	1588	444	6	41	2079	3208	854	17	81	4160
FRESHMEN	1263	320	8	31	1622	1238	346	5	32	1621	2501	666	13	63	3243
SOPHOMORES	357	90	3	9	459	350	98	1	9	458	707	188	4	18	917
VOCATIONAL	175	142	2	11	330	274	202	2	5	483	449	344	4	16	813
FRESHMEN	158	128	2	10	298	247	182	2	4	435	405	310	4	14	733
SOPHOMORES	17	14	0	1	32	27	20	0	1	48	44	34	0	2	80
TOTAL	2967	716	15	79	3777	4893	902	12	153	5960	7860	1618	27	232	9737
FRESHMEN	2308	572	12	61	2953	4223	750	9	135	5117	6531	1322	21	144	8018
SOPHOMORES	659	144	3	18	824	670	152	3	18	843	1329	296	6	36	1667

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CENTRAL CAROLINA TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN SOPHOMORES															
GENERAL EDUCATION	19	1			20	15	2			17	34	3			37
FRESHMEN SOPHOMORES	19	1			20	15	2			17	34	3			37
TECHNICAL	314	86		2	402	162	38		2	202	476	124		4	604
FRESHMEN SOPHOMORES	242 72	64 22		2	308 94	148 14	35 3		2	185 17	390 86	99 25		4	493 111
VOCATIONAL	91	53	3	2	149	35	9		1	45	126	62	3	3	194
FRESHMEN SOPHOMORES	68 23	40 13	3	2	113 36	34 1	9		1	44 1	102 24	49 13	3	3	157 37
TOTAL	424	140	3	4	571	212	49		3	264	636	189	3	7	835
FRESHMEN SOPHOMORES	329 95	105 35	3	4	441 130	197 15	46 3		3	246 18	526 110	151 38	3	7	687 148

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CATAWBA VALLEY TECHNICAL INSTITUTE　　FALL　　1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	5	1			6	194	6	1		201	199	7	1		207
FRESHMEN	5	1			6	186	6	1		193	191	7	1		199
SOPHOMORES						8				8	8				8
TECHNICAL	578	37		14	629	225	7			232	803	44		14	861
FRESHMEN	377	25		13	415	155	7			162	532	32		13	577
SOPHOMORES	201	12		1	214	70				70	271	12		1	284
VOCATIONAL	153	13		2	168	92	7		2	101	245	20		4	269
FRESHMEN	138	13		2	153	91	7		2	100	229	20		4	253
SOPHOMORES	15				15	1				1	16				16
TOTAL	736	51		16	803	511	20	1	2	534	1247	71	1	18	1337
FRESHMEN	520	39		15	574	432	20	1	2	455	952	59	1	17	1029
SOPHOMORES	216	12		1	229	79				79	295	12		1	308

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CARTERET TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	26	1		2	29	54	5	1		60	80	6	1	2	89
FRESHMEN	26	1		2	29	53	4	1		58	79	5	1	2	87
SOPHOMORES						1	1			2	1	1			2
TECHNICAL	103	7	1		111	24	2			26	127	9	1		137
FRESHMEN	79	6	1		86	19	2			21	98	8	1		107
SOPHOMORES	24	1			25	5				5	29	1			30
VOCATIONAL	140	5			145	128	13			141	268	18			286
FRESHMEN	127	4			131	117	13			130	244	17			261
SOPHOMORES	13	1			14	11				11	24	1			25
TOTAL	269	13	1	2	285	206	20	1		227	475	33	2	2	512
FRESHMEN	232	11	1	2	246	189	19	1		209	421	30	2	2	455
SOPHOMORES	37	2			39	17	1			18	54	3			57

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION CAPE FEAR TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	339	94		3	436	5	1			6	344	95		3	442
FRESHMEN	212	70		3	285	2				2	214	70		3	287
SOPHOMORES	127	24			151	3	1			4	130	25			155
VOCATIONAL	110	67	2	3	182	13	3			16	123	70	2	3	198
FRESHMEN	110	67	2	3	182	13	3			16	123	70	2	3	198
SOPHOMORES															
TOTAL	449	161	2	6	618	18	4			22	467	165	2	6	640
FRESHMEN	322	137	2	6	467	15	3			18	337	140	2	6	485
SOPHOMORES	127	24			151	3	1			4	130	25			155

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NORTH CAROLINA DEPARTMENT OF

CURRICULUM STUDENT ENROLLMENT BY RACE

FALL 1973-74

INSTITUTION CALDWELL COMMUNITY COLLEGE & TECH INST

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER	199	12		4	215	60	6	1	2	69	259	18	1	6	284
FRESHMEN	132	10		3	145	42	5		2	49	174	15		5	194
SOPHOMORES	67	2		1	70	18	1	1		20	85	3	1	1	90
GENERAL EDUCATION	3			1	4	206	11		13	230	209	11		14	234
FRESHMEN	3			1	4	201	11		13	225	204	11		14	229
SOPHOMORES						5				5	5				5
TECHNICAL	214	24		7	245	79	8	1	2	90	293	32	1	9	335
FRESHMEN	133	21		7	161	60	6		2	68	193	27		9	229
SOPHOMORES	81	3			84	19	2	1		22	100	5	1		106
VOCATIONAL	78	3		1	82	100			2	102	178	3		3	184
FRESHMEN	75	3			78	92			1	93	167	3		1	171
SOPHOMORES	3			1	4	8			1	9	11			2	13
TOTAL	494	39		13	546	445	25	2	19	491	939	64	2	32	1037
FRESHMEN	343	34		11	388	395	22		18	435	738	56		29	823
SOPHOMORES	151	5		2	158	50	3	2	1	56	201	8	2	3	214

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION BLUE RIDGE TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM I)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	16				16	60	5		2	67	76	5		2	83
FRESHMEN	16				16	59	5		2	66	75	5		2	82
SOPHOMORES						1				1	1				1
TECHNICAL	134	7			141	10				10	144	7			151
FRESHMEN	94	4			98	6				6	100	4			104
SOPHOMORES	40	3			43	4				4	44	3			47
VOCATIONAL	61	5			66	45	1			46	106	6			112
FRESHMEN	61	5			66	45	1			46	106	6			112
SOPHOMORES															
TOTAL	211	12			223	115	6		2	123	326	18		2	346
FRESHMEN	171	9			180	110	6		2	118	281	15		2	298
SOPHOMORES	40	3			43	5				5	45	3			48

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION BLADEN TECHNICAL INSTITUTE

FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	19	8	1		28	29	10		1	40	48	18	1	1	68
FRESHMEN	11	3	1		15	25	10		1	36	36	13	1	1	51
SOPHOMORES	8	5			13	4				4	12	5			17
TECHNICAL	11	5	1	1	18	34	3			37	45	8	1	1	55
FRESHMEN	6	4	1	1	12	28	2			30	34	6	1	1	42
SOPHOMORES	5	1			6	6	1			7	11	2			13
VOCATIONAL	35	35			70	49	22	1		72	84	57	1		142
FRESHMEN	35	34			69	49	22	1		72	84	56	1		141
SOPHOMORES		1			1							1			1
TOTAL	65	48	2	1	116	112	35	1	1	149	177	83	3	2	265
FRESHMEN	52	41	2	1	96	102	34	1	1	138	154	75	3	2	234
SOPHOMORES	13	7			20	10	1			11	23	8			31

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CC130

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION BEAUFORT COUNTY TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	30	6		1	37	49	9		2	60	79	15		3	97
FRESHMEN	26	6		1	33	47	8		2	57	73	14		3	90
SOPHOMORES	4				4	2	1			3	6	1			7
TECHNICAL	150	75		6	231	23	11		2	36	173	86		10	269
FRESHMEN	95	50		4	149	19	5		1	25	114	55		5	174
SOPHOMORES	55	25		4	84	4	6		1	11	59	31		5	95
VOCATIONAL	41	22		2	65	29	4		2	35	70	26		4	100
FRESHMEN	39	22		2	63	28	4		2	34	67	26		4	97
SOPHOMORES	2				2	1				1	3				3
TOTAL	221	103		11	335	101	24		6	131	322	127		17	466
FRESHMEN	160	78		7	245	94	17		5	116	254	95		12	361
SOPHOMORES	61	25		4	90	7	7		1	15	66	32		5	105

CC130

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

FALL 1973-74

INSTITUTION ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION															
FRESHMEN															
SOPHOMORES															
TECHNICAL	549	22		10	581	342	21		4	367	891	43		14	948
FRESHMEN	331	16		9	356	231	7		4	242	562	23		13	598
SOPHOMORES	218	6		1	225	111	14			125	329	20		1	350
VOCATIONAL	193	17	4	3	217	152	7	1	2	162	347	24	3	5	379
FRESHMEN	174	17	4	3	198	140	4	1	2	147	316	21	3	5	345
SOPHOMORES	19				19	12	3			15	31	3			34
TOTAL	744	39	4	13	798	494	28	1	6	529	1238	67	3	19	1327
FRESHMEN	507	33	4	12	554	371	11	1	6	389	878	44	3	18	943
SOPHOMORES	237	6		1	244	123	17			140	360	23		1	384

CC130

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

CURRICULUM STUDENT ENROLLMENT BY RACE

INSTITUTION ANSON TECHNICAL INSTITUTE FALL 1973-74

INFORMATION FOR FORM OS-34, COMPLIANCE REPORT OF INSTITUTIONS OF HIGHER EDUCATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. (PART II, ITEM 1)

	FULL-TIME STUDENTS (12 OR MORE CREDIT HOURS)					PART-TIME STUDENTS (LESS THAN 12 CREDIT HOURS)					TOTAL STUDENTS				
	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL	WHITE	NEGRO	INDIAN	OTHER	TOTAL
COLLEGE TRANSFER															
FRESHMEN															
SOPHOMORES															
GENERAL EDUCATION	16	2			18	5			1	6	21	2		1	24
FRESHMEN	12	1			13	5			1	6	17	1		1	19
SOPHOMORES	4	1			5						4	1			5
TECHNICAL	35	34		3	72	16	6		1	23	51	40		4	95
FRESHMEN	25	23		2	50	16	6		1	23	41	29		3	73
SOPHOMORES	10	11		1	22						10	11		1	22
VOCATIONAL	24	28		2	54	34	6		1	41	58	34		3	95
FRESHMEN	24	24		2	50	32	6		1	39	56	30		3	89
SOPHOMORES		4			4	2				2	2	4			6
TOTAL	75	64		5	144	55	12		3	70	130	76		8	214
FRESHMEN	61	48		4	113	53	12		3	68	114	60		7	181
SOPHOMORES	14	16		1	31	2				2	16	16		1	33

Appendix CCS-2

Community College System
Curriculum Student Enrollments and Completions
1971-72 and 1972-73

Year	CT	(G020 only) GE	T	V	Tot
1971-72					
Enrollment	13,701	2,338	29,142	17,279	62,460
Completions	1,151	246	3,524	3,768	8,689
ELMS	304	57	5,274	2,410	8,045
1972-73					
Enrollment	12,826	3,047	34,360	20,290	84,466
Completions	1,374	180	4,362	4,617	13,371
ELMS	353	94	4,026	1,765	6,961

NOTE: GE includes enrollment in G020 General Education Curriculum. It does not include 9,316 students in 1971-72 or 13,943 in 1972-73 who were classified as Special Credit Students. These numbers are included in the total figure but are not shown elsewhere on the line.

Appendix CCS-3

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DISTRIBUTION OF ECONOMIC OPPORTUNITY GRANT FUNDS BY RACE, 1973

	Total		Negro/Black		White		Other	
	Student	Amount	Student	Amount	Student	Amount	Student	Amount
Anson T. I.	11	3,806	3	606	8	3,200		
Asheville-Buncombe T. I.	--	--	--	--	--	--		
Beaufort County T. I.	32	7,585	21	5,712	11	1,873		
Bladen T. I.	11	2,100	8	1,500	3	600		
Blue Ridge T. I.	--	--	--	--	--	--		
Caldwell C. C. & T. I.	16	3,900	8	1,900	8	2,000		
Cape Fear T. I.	13	4,255	6	1,670	7	2,585		
Carteret T. I.	3	750			3	750		
Catawba Valley T. I.	--	--	--	--	--	--		
Central Carolina T. I.	35	7,475	15	3,600	20	3,875		
Central Piedmont C. C.	17	5,520	12	4,120	4	800	1	600
Cleveland County T. I.	--	--	--	--	--	--		
Coastal Carolina C. C.	11	4,664	7	2,814	4	1,850		
College of The Albemarle	107	25,580	71	16,899	36	8,681		
Craven T. I.	--	--	--	--	--	--		
Davidson County C. C.	10	2,001	5	1,001	5	1,001		
Durham T. I.	5	2,250	5	2,250				
Edgecombe T. I.	8	1,545	8	1,545				
Fayetteville T. I.	15	4,016	6	1,630	9	2,386		
Forsyth T. I.	--	--	--	--	--	--		
Gaston College	15	2,936	3	650	12	2,286		
Guilford T. I.	4	1,305	3	805	1	500		
Halifax County T. I.	12	1,852	8	1,525	4	327		
Haywood T. I.	--	--	--	--	--	--		
Isothermal C. C.	30	9,333	10	3,310	20	6,023		
James Sprunt Institute	22	7,228	15	4,746	7	2,482		
Johnston T. I.	9	2,484	5	1,714	4	770		
Lenoir C. C.	9	1,732	5	932	4	800		
Martin T. I.	23	5,360	18	4,194	5	1,166		
Mayland T. I.	--	--	--	--	--	--		
McDowell T. I.	--	--	--	--	--	--		
Mitchell C. C.	--	--	--	--	--	--		
Montgomery T. I.	--	--	--	--	--	--		
Nash T. I.	6	1,200	5	1,000	1	200		
Pamlico T. I.	6	1,017	6	1,017				
Piedmont T. I.	--	--	--	--	--	--		
Pitt T. I.	33	6,606	30	6,006	3	600		
Randolph T. I.	--	--	--	--	--	--		
Richmond T. I.	--	--	--	--	--	--		
Roanoke-Chowan T. I.	13	2,600	13	2,600				
Robeson T. I.	--	--	--	--	--	--		
Rockingham C. C.	31	12,468	9	4,309	22	8,159		
Rowan T. I.	--	--	--	--	--	--		
Sampson T. I.	28	5,670	16	3,405	12	2,265		
Sandhills C. C.	34	10,090	27	7,920	7	2,170		
Southeastern C. C.	138	32,750	92	21,340	32	8,120	14	3,290
Southwestern T. I.	23	5,988	2	270	18	5,068	3	650
Stanly T. I.	--	--	--	--	--	--		
Surry C. C.	20	6,018	3	615	17	5,403		
T. I. of Alamance	13	4,495	8	3,303	5	1,102		
Tri-County T. I.	--	--	--	--	--	--		
Vance-Granville T. I.	6	848	6	848				
W. W. Holding T. I.	16	6,715	10	4,245	6	2,470		
Wayne C. C.	19	7,386	13	4,586	6	2,800		
Western Piedmont C. C.	10	2,111	2	525	8	1,586		
Wilkes C. C.	--	--	--	--	--	--		
Wilson County T. I.	13	3,037	8	2,091	5	946		
TOTAL Number	827	216,676	492	127,223	317	84,934	18	4,540
Percent	100.0	100.0	59.5	58.7	38.3	39.2	2.2	2.1

Appendix CCS-4

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DISTRIBUTION OF COLLEGE WORK STUDY FUNDS BY RACE, 1973

	Total		Negro Black		White		Other	
	Student	Amount	Student	Amount	Student	Amount	Student	Amount
Anson T. I.	53	23,796	22	10,249	31	13,547		
Asheville-Buncombe T. I.	--	--	-		-	--		
Beaufort County T. I.	28	7,077	16	3,424	12	3,653		
Bladen T. I.	34	8,506	17	4,390	17	4,116		
Blue Ridge T. I.	15	4,824	2	217	13	4,607		
Caldwell C. C. & T. I.	92	50,481	10	13,000	82	37,481		
Cape Fear T. I.	7	1,720	1	80	5	1,568	1	72
Carteret T. I.	28	15,863	6	3,302	22	12,561		
Catawba Valley T. I.	28	12,491	1	198	27	12,293		
Central Carolina T. I.	79	19,792	25	6,879	53	12,759	1	154
Central Piedmont C. C.	97	41,373	73	35,107	22	6,129	2	137
Cleveland County T. I.	15	6,441	12	4,499	3	1,942		
Coastal Carolina C. C.	82	37,844	24	12,233	57	25,493	1	118
College of the Albemarle	210	57,931	102	26,078	107	31,159	1	694
Craven T. I.	--	--	--	--	--	--		
Davidson County C. C.	23	14,352	5	3,506	18	10,846		
Durham T. I.	45	15,701	33	12,101	12	3,600		
Edgecombe T. I.	69	20,465	51	16,761	18	3,704		
Fayetteville T. I.	122	34,048	30	7,436	90	26,339	2	273
Forsyth T. I.	90	34,376	25	10,436	65	23,940		
Gaston College	96	40,676	17	6,855	79	33,821		
Guilford T. I.	34	13,412	12	3,260	22	10,152		
Halifax County T. I.	79	27,768	53	20,926	26	6,842		
Haywood T. I.	22	11,150	2	2,000	20	9,150		
Isothermal C. C.	67	21,214	25	6,359	42	14,855		
James Sprunt Institute	88	31,944	48	18,283	40	13,661		
Johnston T. I.	40	14,936	21	8,973	18	5,848	1	115
Lenoir C. C.	105	32,035	51	13,755	54	18,280		
Martin T. I.	69	20,985	45	13,899	24	7,086		
Mayland T. I.	--	--	--	--	--	--		
McDowell T. I.	--	--	--	--	-	--		
Mitchell C. C.	--	--	--	--	--	--		
Montgomery T. I.	5	1,823	3	1,145	2	678		
Nash T. I.	35	20,221	27	16,125	8	4,096		
Pamlico T. I.	20	5,223	13	3,617	7	1,606		
Piedmont T. I.	10	3,330	7	2,601	3	728		
Pitt T. I.	82	20,017	46	11,094	36	8,923		
Randolph T. I.	11	4,596	2	907	9	3,689		
Richmond T. I.	65	16,731	21	2,812	44	12,919		
Roanoke-Chowan T. I.	50	18,590	45	16,494	5	2,096		
Robeson T. I.	36	11,035	12	4,185	10	4,319	14	2,531
Rockingham C. C.	85	33,275	21	6,102	64	27,173		
Rowan T. I.	30	12,867	5	1,882	25	10,985		
Sampson T. I.	43	11,549	28	5,761	15	5,788		
Sandhills C. C.	135	53,006	52	21,125	81	31,171	2	410
Southeastern C. C.	174	55,101	93	25,251	69	25,455	12	4,395
Southwestern T. I.	62	23,959	4	1,008	54	22,144	4	807
Stanly T. I.	--	--	--	--	--	--		
Surry C. C.	126	54,884	9	4,969	117	49,915		
T. I. of Alamance	38	18,209	21	11,154	17	7,055		
Tri-County T. I.	--	--	--	--	--	--		
Vance-Granville T. I.	40	15,802	27	10,278	13	5,524		
W. W. Holding T. I.	43	15,993	18	7,502	25	8,491		
Wayne C. C.	168	73,604	56	22,696	111	50,560	1	348
Western Piedmont C. C.	59	16,702	6	987	53	15,715		
Wilkes C. C.	41	15,540	2	452	39	15,088		
Wilson County T. I.	76	27,340	57	20,497	19	6,843		
TOTAL Number	3151	1150,598	1304	462,850	1805	677,693	42	10,054
Percent	100.0	100.0	41.4	40.2	57.3	58.9	1.3	.9

Appendix CCS-5

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
DISTRIBUTION OF NATIONAL DIRECT STUDENT LOAN FUNDS, 1973

	Total		Negro/Black		White		Other	
	Student	Amount	Student	Amount	Student	Amount	Student	Amount
Anson T. I.	--	--	--	--	--	--		
Asheville-Buncombe T. I.	--	--	--	--	--	--		
Beaufort County T. I.	47	13,419	35	10,854	12	2,565		
Bladen T. I.	--	--	--	--	--	--		
Blue Ridge T. I.	--	--	--	--	--	--		
Caldwell C. C. & T. I.	11	4,360	4	2,100	7	2,260		
Cape Fear T. I.	20	6,836	1	350	18	6,336	1	150
Carteret T. I.	--	--	--	--	--	--		
Catawba Valley T. I.	--	--	--	--	--	--		
Central Carolina T. I.	--	--	--	--	--	--		
Central Piedmont C. C.	39	10,968	9	2,283	29	8,555	1	130
Cleveland County T. I.	--	--	--	--	--	--		
Coastal Carolina C. C.	31	10,974	8	2,945	23	8,029		
College of The Albemarle	96	31,081	45	10,442	49	20,185	2	454
Craven T. I.	--	--	--	--	--	--		
Davidson County C. C.	--	--	--	--	--	--		
Durham T. I.	--	--	--	--	--	--		
Edgecombe T. I.	--	--	--	--	--	--		
Fayetteville T. I.	34	14,785	14	6,170	19	8,315	1	300
Forsyth T. I.	--	--	--	--	--	--		
Gaston College	3	1,150			3	1,150		
Guilford T. I.	--	--	--	--	--	--		
Halifax County T. I.	--	--	--	--	--	--		
Haywood T. I.	--	--	--	--	--	--		
Isothermal C. C.	33	9,238	15	4,430	18	4,808		
James Sprunt Institute	--	--	--	--	--	--		
Johnston T. I.	2	200	2	200				
Lenoir C. C.	32	6,389	18	3,664	14	2,725		
Martin T. I.	--	--	--	--	--	--		
Mayland T. I.	--	--	--	--	--	--		
McDowell T. I.	--	--	--	--	--	--		
Mitchell C. C.	--	--	--	--	--	--		
Montgomery T. I.	--	--	--	--	--	--		
Nash T. I.	--	--	--	--	--	--		
Pamlico T. I.	--	--	--	--	--	--		
Piedmont T. I.	--	--	--	--	--	--		
Pitt T. I.	45	8,755	28	5,699	17	3,056		
Randolph T. I.	--	--	--	--	--	--		
Richmond T. I.	--	--	--	--	--	--		
Roanoke-Chowan T. I.	1	200	1	200				
Robeson T. I.	--	--	--	--	--	--		
Rockingham C. C.	9	3,817	1	167	8	3,650		
Rowan T. I.	--	--	--	--	--	--		
Sampson T. I.	--	--	--	--	--	--		
Sandhills C. C.	33	12,270	7	3,250	26	9,020		
Southeastern C. C.	131	31,900	83	19,190	27	7,345	21	5,365
Southwestern C. C.	35	9,449	3	634	28	7,335	4	1,480
Stanly T. I.	--	--	--	--	--	--		
Surry C. C.	--	--	--	--	--	--		
T. I. of Alamance	--	--	--	--	--	--		
Tri-County T. I.	--	--	--	--	--	--		
Vance-Granville T. I.	--	--	--	--	--	--		
W. W. Holding T. I.	--	--	--	--	--	--		
Wayne C. C.	36	19,250	12	7,450	24	11,800		
Western Piedmont C. C.	11	2,960	1	290	10	2,670		
Wilkes C. C.	--	--	--	--	--	--		
Wilson County T. I.	16	4,035	9	1,955	7	2,080		
TOTAL Number	665	202,036	296	82,273	339	111,884	30	7,879
Percent	100.0	100.0	44.5	40.7	51.0	55.4	4.5	3.9

Appendix CCS-6

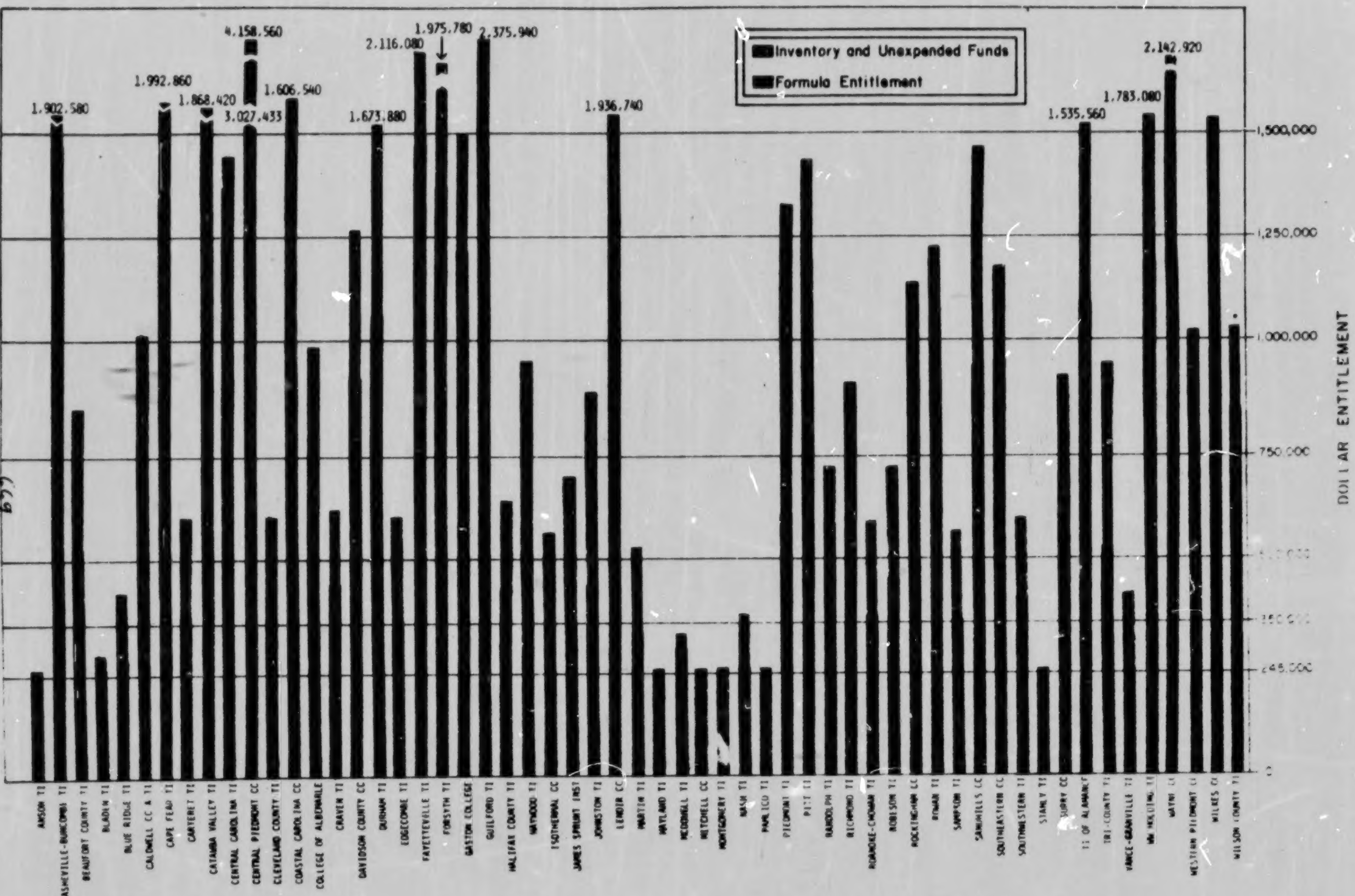
Capacity/Enrollment Ratio

INSTITUTION	ASF Instructional & Lib. Facilities	Total Student Clock Hours	Capacity / Enrollment Ratio				
			1972	1971	1970	1969	1968
Public 2-Year Institutions:							
Anson TI	13,846	3,488	3.97	7.91	7.07	5.34	9.93
Ashev'le-Bun. TI	80,213	23,511	3.41	3.17	2.75	3.50	3.63
Beaufort Co. TI	28,873	6,875	4.20	3.63	2.11	2.90	2.79
Bladen TI	15,513	3,596	4.31	2.76	2.97	4.76	4.31
Blue Ridge TI	16,419	6,899	2.38	2.33	4.30	-	-
Caldwell CC&TI	37,058	14,204	2.61	2.60	2.64	3.57	4.64
Cape Fear TI	44,802	23,741	1.89	1.55	1.68	1.72	1.89
Carteret TI	13,804	5,135	2.69	3.20	2.11	3.03	3.25
Catawba Vy. TI	61,453	21,850	2.81	2.82	2.32	1.83	2.24
C. Carolina TI	48,266	12,484	3.87	3.28	4.24	4.65	4.91
C. Piedmont CC	211,327	116,093	1.82	1.57	1.20	1.38	1.45
Cleveland Co. TI	22,461	7,667	2.93	2.11	3.28	2.70	3.50
Coastal Car. CC	39,014	16,204	2.41	1.97	2.18	3.89	3.19
Col Albemarle	68,939	16,779	4.11	2.87	2.83	3.35	3.46
Craven TI	25,441	9,610	2.65	3.09	1.80	2.38	3.17
Davidson Co. CC	59,362	24,357	2.44	2.00	2.12	2.25	3.03
Durham TI	44,370	20,648	2.15	2.17	2.50	2.78	3.25
Edgecombe TI	32,361	6,362	5.09	6.02	4.87	3.43	3.50
Fayettev'le TI	82,000	34,373	2.39	2.57	1.93	1.97	1.88
Forsyth TI	93,261	29,120	3.20	3.05	3.40	2.74	2.96
Gaston Col.	108,644	31,073	3.50	2.67	2.70	3.39	3.41
Guilford TI	89,352	31,400	2.85	2.99	3.54	5.37	4.80
Halifax Co. TI	21,052	7,798	2.70	2.57	2.60	2.47	3.85
Haywood TI	30,398	11,414	2.66	1.49	3.22	2.36	2.85
Isothermal CC	56,629	11,423	4.96	3.13	3.74	3.94	3.58
J. Sprunt I.	28,993	7,413	3.91	3.55	5.67	2.55	3.38
Johnston TI	29,754	8,102	3.67	3.96	7.17	-	-
Lenoir CC	68,418	30,819	2.22	2.21	1.79	1.88	2.26
Martin TI	46,772	8,525	5.49	4.45	2.03	5.58	6.46
Mayland TI	9,747	2,516	3.87	-	-	-	-

Capacity/Enrollment Ratio

INSTITUTION	ASF Instructional & Lib. Facilities	Total Student Clock Hours	Capacity / Enrollment Ratio				
			1972	1971	1970	1969	196
Public 2-Year (Continued)							
McDowell TI	17,008	3,742	4.55	2.69	3.16	2.89	4.7
Montgomery TI	7,132	2,497	2.86	2.54	3.18	5.97	5.3
Nash TI	25,715	5,200	4.95	5.16	3.56	2.17	5.7
Pamlico TI	8,316	1,884	4.41	3.42	3.12	3.43	3.9
Piedmont TI	14,696	3,857	3.81	3.50	2.45	-	
Pitt TI	37,695	16,103	2.34	2.08	2.07	2.17	2.1
Randolph TI	29,697	9,968	2.98	2.86	2.81	3.42	3.8
Richmond TI	49,259	14,933	3.30	4.02	2.48	3.32	3.5
Roanoke-Cho. TI	20,730	7,868	2.63	2.68	2.98	3.14	4.4
Robeson TI	26,084	9,586	2.72	2.08	2.54	2.84	2.3
Rockingham CC	99,335	23,094	4.30	3.88	4.24	3.31	3.9
Rowan TI	47,391	16,060	2.95	2.52	2.99	3.13	2.5
Sampson TI	27,728	8,258	3.36	2.76	3.15	2.56	3.2
Sandhills CC	63,295	26,676	2.37	1.97	1.97	2.53	2.7
Southeastern CC	56,325	21,923	2.57	2.40	2.51	2.01	2.8
Southwestern TI	25,921	7,786	3.33	3.32	3.94	2.62	2.3
Stanly TI	14,863	3,067	4.85	-	-	-	
Surry CC	47,796	13,615	3.51	2.89	2.32	3.17	3.8
TI Alamance	41,063	20,015	2.05	2.14	2.16	1.97	2.2
Tri-County TI	16,238	6,802	2.39	2.07	3.27	3.80	4.5
Vance Co. TI	16,932	7,479	2.26	2.92	3.83	-	
Wayne CC	81,763	32,020	2.55	2.29	2.21	1.99	1.9
W. Piedmont CC	47,746	17,537	2.72	2.76	2.34	2.33	2.5
Wilkes CC	62,267	14,488	4.30	4.20	4.15	4.27	
W.W. Holding TI	56,297	26,094	2.16	2.55	2.79	2.76	2.8
Wilson Co. TI	52,433	12,954	4.05	3.68	5.16	4.40	2.6
PUB. 2-YEAR INST. TOTAL	2,522,267	886,985	2.84	2.60	2.52	2.68	2.8

Source: Facilities Inventory and Utilization Study, 1972. North Carolina State Commission on Higher Education Facilities, Raleigh, N. C., June, 1973, pp. 10-



* DOES NOT INCLUDE $ 399.098 ALLOTED TO WILSON FOR HEAVY EQUIPMENT SPECIAL PROGRAM AND $ 60.000 ALLOTED TO CAPE FEAR FOR MARINE TECHNOLOGY PROGRAM

Appendix CCS-7

STATE BOARD OF EDUCATION MEMBERS BY SEX, RACE AND TERM
1953-1980

Name	Sex	Race	Years Served Beginning with 1953
J. A. Pritchett	M	W	1953-1979*
A. McL. Graham	M	W	1953-1961*
A. S. Brower	M	W	1953-1959*
Paul S. Oliver	M	W	1953-1957*
Santford Martin	M	W	1953-1957*
J. Harold Lineberger	M	W	1953 (Term expired 4/1/53)*
Claud Farrell	M	W	1953-1955*
D. Hiden Ramsey	M	W	1953 (Term expired 4/1/53)*
B. B. Doughtery	M	W	1953-1961*
H. L. Trigg	M	B	1953-1973*
O. L. Richardson	M	W	1953-1959*
Gerald Cowan	M	W	1953-1961*
Wm. D. Herring	M	W	1955-1977
Edwin Gill	M	W	1955 - Ex Officio
Charles F. Carroll	M	W	1955-1969
Charles G. Rose	M	W	1955-1965
C. W. McCrary	M	W	1955-1965
R. Barton Hayes	M	W	1955-1979
Luther E. Barnhardt	M	W	1957-1961
Charles E. Jordan	M	W	1957-1972 - Resigned
Guy B. Phillips	M	W	1957-1968 - Died prior to exp. of
G. Douglas Aitken	M	W	1959-1975
H. Cloyd Philpott	M	W	1961 - Died prior to exp. of term
John M. Reynolds	M	W	1961-1977
Robert W. Scott	M	W	1965-1969
Garland Garriss	M	W	1967-1968 - Died prior to exp. of
William R. Lybrook	M	W	1967-1973
Mrs. Forrest Lockey	F	W	1968-1973
Neill A. Rosser	M	W	1968-1969
H. Pat Taylor	M	W	1969-1973
A. Craig Phillips	M	W	1969-1971
Mrs. Mildred Strickland	F	W	1969-1977
Richard C. Erwin	M	B	1971-1979
James B. Hunt, Jr.	M	W	1973 - Ex Officio
R. R. Manz	M	W	1973-1975
W. H. Oxendine	M	I	1973-1980
Evelyn S. Tyler	F	W	1973-1980
Prezell Robinson	M	W	1973-1980
Mrs. Doris G. Horton	F	W	1972-1973 - Resigned

*Already serving on the Board in 1953.

Appendix CCS-8

Anson Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Jeff Cloud																									M	W	BE	M	W	BE	M	W	BE
Linn Garibaldi																									M	W	BE	M	W	BE	M	W	BE
J. Herbert [illegible]iker																									M	W	BE	M	W	BE	M	W	BE
J. B. Watson																									M	W	BE	M	W	BE	M	W	BE
William A. Hammonds																									M	B	CC	M	B	CC	M	B	CC
Tom W. Allen																									M	W	CC	M	W	CC	M	W	CC
Olin Ballard																									M	W	CC	M	W	CC	M	W	CC
W. Rowe Henry																									M	W	CC	M	W	CC	M	W	CC
Harry G. Hodges																									M	W	G	M	W	G	M	W	G
John Potter																									M	W	G	M	W	G	M	W	G
W. Cliff Martin																									M	W	G	M	W	G	M	W	G
Rommie Pierce																									M	W	G	M	W	G	M	W	G

Asheville-Buncombe T. I.
Institution

Appendix CCS-9

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
John Barnes				M	W	BE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Joseph Belton				M	B	BE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--									
Coke Candler				M	W	BE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	C?	--	--	--	--	--	--						
L. F. Zerfoss				M	W	BE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--									
Herbert Coman				M	W	CC	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
W. W. Shope				M	W	CC	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--			
John Reynolds				M	W	CC	--	--	--	--	--	--	--	--	--	--	--	--															
J. Gerald Cowan				M	W	CC	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
W. B. Dillard				M	W	G	--	--	--	--	--	--	--	--	--	--	--	--															
Paul Markwood				M	W	G																											
Ernest Mills				M	W	G	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
John Giesentanner				M	W	G	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--									
W. H. Morgan							M	W	G	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Gordon Greenwood																			M	W	BE	--	--	--	--	--	--	--	--	--	--	--	--
John Erichson																			M	W	G	--	--	--	--	--	--	--	--	--	--	--	--
Howard Harrison																									M	B	BE	--	--	--	--	--	--
Herbert Hyde																									M	W	BE	--	--	--	--	--	--

Asheville-Buncombe T. I.
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Richard A. Wood																									M	W	G	M	W	G	M	W	G
Joe B. Roberson																												M	W	CC	M	W	CC
Dave L. Robinson																															M	W	CC

Beaufort County Technical Institute
Institution

Appendix CCS-10

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
A. Graham Elliott																M	W	BE	--	--	--	--	--	--									
Leon C. Thompson																M	W	BE	--	--	--	--	--	--									
Delmar L. Keech																M	W	G	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Louis T. Randolph																M	B	G	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
L. H. Ross																M	W	G	--	--	--	--	--	--	--	--	--	--	--	--			
William F. Taylor																M	W	G	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
W. A. Andrews																M	W	CC	--	--	--												
H. Carroll Austin																M	W	CC	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Zeno W. King																M	B	CC	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
John A. Tankard																M	W	CC															
Charlie Godley																M	W	BE	--	--	--												
Edward L. Voliva																M	W	BE	--	--	--	--	--	--	--	--	--						
William H. Hackett																			M	W	CC	--	--	--	--	--	--	--	--	--	--	--	--
David Mayo																						M	W	BE	--	--	--	--	--	--	--	--	--
Hodges Hackney																						M	W	CC	--	--	--	--	--	--	--	--	--
Harvey Elliot																									M	W	BE	--	--	--			
Lester Sullivan																									M	W	CC	--	--	--	--	--	--
Helen Boyd																												F	W	BE	--	--	--

Beaufort County Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
James Buck																																M	W	CC
James R. Oakley																																M	W	G

Bladen Technical Institute
Institution

Appendix CCS-11

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Dr. William C. Keith																									M	W	CC	---	---	---	---	---	---
Nathan Cox																									M	W	CC	---	---	---	---	---	---
Levy Bridger, Jr.																									M	W	CC	---	---	---	---	---	---
Edd Nye																									M	W	CC	---	---	---	---	---	---
G. C. Baugham																									M	B	BE	---	---	---	---	---	---
Lynn G. King																									M	W	BE	---	---	---	---	---	---
Louis S. Parker																									M	W	BE	---	---	---			
William Hair																									M	W	BE	---	---	---	---	---	---
Gilbert Beresoss																									M	W	G	---	---	---	---	---	---
James R. Powell																									M	W	G	---	---	---	---	---	---
Brad Rowe																									M	W	G						
Essic M. Williams																									M	B	G	---	---	---	---	---	---
James W. Hill																												M	W	G	---	---	---
Jerry White																															M	W	BE

Blue Ridge Technical Institute
Institution

Appendix CCS-12

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
John Gregory																			M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---
S. G. Schnatz																			M	W	CC	---	---	---									
Pat Whitmire																			M	W	G	---	---	---	---	---	---	---	---	---	---	---	---
Robert G. Wick																			M	W	CC	---	---	---	---	---	---						
William McKay																			M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---
James T. Mayfield																			M	W	CC	---	---	---	---	---	---	---	---	---	---	---	---
Frank Ewbank																			M	W	G	---	---	---	---	---	---	---	---	---	---	---	---
Frank L. Fitzsimons																			M	W	G	---	---	---	---	---	---	---	---	---	---	---	---
Hugh D. Randall																			M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---
W. R. Hill																			M	W	CC	---	---	---									
Edmund M. Walker																			M	W	G	---	---	---	---	---	---	---	---	---	---	---	---
J. M. Foster																			M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---
Malachi Goforth																									M	W	CC	---	---	---	---	---	---
Donald C. Gladieux																												M	W	CC			
Barclay B. Orr																									M	W	CC	---	---	---	---	---	---
Robert L. Graybeal																															M	W	CC

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Caldwell Community College
Institution

Appendix CCS-13

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
* Dr. Verne Blackwelder				M	W	BE	---	---	---																								
* C. W. Porter							M	W	BE	---	---	---	---	---	---																		
John A. Forlines, Jr.													M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
M. L. DeVane				M	B	BE	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
* T. Glen Miller, Jr.				M	W	BE	---	---	---																								
Granville G. Myers							M	W	BE	---	---	---	---	---	---	---	---	---															
Donald H. Baker																			M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---
** Claude S. Seila				M	W	BE	---	---	---																								
Walter T. Carpenter, Jr.							M	W	BE	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Barbara Deverick				F	W	CC	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Brent Kincaid																															M	W	CC
E. M. Dudley				M	W	CC	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
* Eliva F. Bishop				F	W	CC	---	---	---	---	---	---																					
J. Wade Kincaid										M	W	CC	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
* Grover B. Tripplett				M	W	CC	---	---	---																								
Clarence A. Braswell							M	W	CC	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
John A. Forlines, Jr.				M	W	G	---	---	---	---	---	---																					

Caldwell Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
* Donald Warren													M	W	G																		
** C. W. Porter																			M	W	G												
Max Doll																									M	W	G						
Myron L. Moore, Jr.				M	W	G																											
Hugh M. Wilson																															M	W	G
Lloyd M. Rash				M	W	G																											
Wesley E. Collins																									M	W	G						
* Ray Chapman				M	W	G																											
William M. Lovelace, Jr.																												M	W	G			
* Resigned																																	
** Died																																	

Cape Fear Technical Institute
Institution

Appendix CCS-14

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Dr. H. A. Eaton				M	B	CC																											
Fred J. Galehouse				M	W	CC																											
Dr. Thomas P. May				M	W	CC																											
W. Mercer Rowe				M	W	CC																											
J. E. McWatty				M	W	BE																											G
Dr. Jim Wethern				M	W	BE																											
William Emmart				M	W	BE																											
C. McD. Davis				M	W	BE																											
Howard Holly				M	W	G																											
Kirby Sullivan				M	W	G																											
R. L. Burnett				M	W	G																											
L. H. Cormartie				M	W	G																											
Al Johnston													M	W	BE																		
Fred Willetts																						M	W	CC									
V. A. Creech																									M	W	G						
* Douglas Curley																												M	W	BE			
Luther D. Dunn																												M	W	BE			

Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Conrad Schwarz																															F	B	CC
G. W. Graves																															M	W	BE
* Resigned --Dunn replaced him																																	

Carteret T. I.
Institution

Appendix CCS-15

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Winston Hill, Jr.																						M	W	BE									
H. L. Joslyn																						M	W	BE									
L. J. Hill																						M	W	CC									
Albert C. Chappell																						M	W	CC									
T. L. Lee																						M	W	BE									
Bernard Leary																						M	W	CC									
A. D. Lynch																						M	W	BE									
Dr. Walter White																						M	W	CC									
*Mrs. Ray Willis																						F	W	G									
**James B. Willis, Jr.																						M	W	G									
L. R. Johnson																						M	B	G									
Wayne West, Jr.																						M	W	G									
Thomas J. Hewett																									M	W	BE						
#Harry H. Salter																									M	W	CC						
Roland V. Boyd																												M	W	BE			
A. Gary Stakes																												M	W	CC			
Mrs. Nancy B. Davis																												F	W	G			
Marion T. Noe																															M	W	CC
*John Franklin Weeks																															M	W	CC

*Resigned **No appointment by Governor to fill position #Died

Catawba T. I.
Institution

1964-1973

Appendix CCS-16

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Harry Arndt				M	W	CC																											
Ralph L. Bowman				M	W	BE																											
R. Walker Geitner				M	W	BE																											
Hubert Gilbert				M	W	CC																											
Charles Groves				M	W	CC																											
Frank M. Little				M	W	BE																											
Cyril Mebane				M	W	CC																											
Adrian Shuford				M	W	BE																											
Dr. Ira Bell				M	W	G																											
Ben B. Brooks				M	W	G																											
C. Ray Morrow				M	W	G																											
Dr. James Price				M	W	G																											
Brenard Brown							M	W	G																								
John Weatherly													M	W	G																		
Jay F. Wilfong													M	W	G																		
Dr. John Lafferty																			M	W	CC												

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Catawba T. I.
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

1964-1973

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Don Doulong																			M	W	BE												
Franklin D. Herman																									M	W	CC						
Be Weddie Gabriel																									M	B	CC						
David A. Hunsucker																									M	W	G						
Ralph Adcock																												M	W	BE			
Mrs. Dorothy C. Armstrong																															F	W	G
R. Stuart Steele																															M	W	CC

Central Carolina Technical Institute
Institution

Appendix CCS-17

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Stacy Budd										M	W	BE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Harvey C. Faulk										M	W	BE	-	-	-	-	-	-	-	-	-	-	-	-									
James F. Bridges										M	W	CC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R. A. Currie										M	W	CC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Douglas H. Wilkinson										M	W	BE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Meigs C. Golden										M	W	CC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
* John Von Canon										M	W	BE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
William B. Joyce										M	W	CC	-	-	-	-	-	-	-	-	-	-	-	-									
Lewis C. Lawrence										M	W	G	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
John M. Sopousek										M	W	G																					
John J. Marshall										M	W	G	-	-	-	-	-	-	-	-	-	-	-	-									
Robert W. Dalrymple										M	W	G	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Robert E. Brickhouse													M	W	G	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
J. Shelton Wicker																									M	W	G	-	-	-	-	-	-
Clyde J. Rhyne																									M	W	CC	-	-	-	-	-	-
J. Mack Auman																									M	W	BE	-	-	-	-	-	-

* Resigned July, 1973
(No Replacement)

685

Appendix CCS-18

Central Piedmont Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Moses S. Belton	M	B	BE	X			X			X			X																				
Emil J. Kratt	M	W	BE	X			X			X			X			X			X			X			X			X			X		
William C. Self	M	W	BE	X			X			X			X			X			X			X			X			X			X		
E. A. Terrell	M	W	BE	X			X			X			X			X			X			X			X			X			X		
Mrs. James B. Garland	F	W	G	X			X			X			X																				
Mrs. Frank A. McCleneghan	F	W	G	X			X																										
John R. Milliken	M	W	G	X			X			X			X			X			X			X			X			X			X		
G. A. Rudisill	M	W	G	X			X			X			X			X			X														
Perry E. Morgan	M	W	CC	X			X			X			X			--			--			--			--								
James K. Polk	M	B	CC	X			X			X			X																				
J. D. Sloan	M	W	CC	X			X			X			X			X			X			X			X			X			X		
Robert L. Taylor	M	W	CC	X			X			X			X			X			X			X			X			X			X		
Mrs. Henry E. Fisher										F	W	G	X			X			X			X			X			X			X		
Dr. Spencer Durant (replaced Morgan													M	B	CC	X			X														
J. Emmett Sebrell and Polk)													M	W	CC	X			X			X			X			X			X		
Alan T. Dickson (replaced Garland)																M	W	G	X			X			X			X			X		
Dr. E. L. Rann (replaced Belton)													M	B	BE	X			X			X			X			X			X		
Charles R. Smith (replaced Rudisill)																			M	W	G	X			X			X			X		

Central Piedmont Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A.A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
W. Frank Dowd, Jr. (replaced Durant)																			M	W	CC	X			X			X			X		
Mr. Robert Bradshaw (replaced Fisher)																															M	W	G
Mr. Pete Sloan (replaced Smith)																															M	W	G
Ms. Lynda Ferreri (replaced J. D. Sloan.)																															F	W	CC
Mr. George Morgan (replaced Roland Jones)																															M	W	BE
Mr. Roland Jones (replaced Self)																															M	W	BE

Cleveland County Technical Institute
Institution

Appendix CCS-19

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
James Cornwell																M	W	CC	X			X			X			X			X		
Spurgeon Hewitt																M	W	CC	X			X			X			X			X		
C. G. Poston																M	W	CC	X			X			X			X			X		
John Schenck, III																M	W	CC	X			X			X			X			X		
Cecil Gilliatt																M	W	BE	X			X			X			X			X		
J. E. Herndon, Jr.																M	W	BE	X			X			X			X			X		
Harry Matthews																M	W	BE	X			X											
J. D. Ellis																M	W	BE	X			X											
Carl Dockery (replaced Matthews)																						M	B	BE	X			X			X		
Mrs. Mary Lou Barrier (replaced Ellis)																									F	W	BE	X			X		
Mrs. Robert O. Burns																									F	W	G	X			X		
Ralph W. Dixon																									M	W	G	X			X		
H. Eugene LeGrand																									M	W	G	X			X		
Carl F. Mauney																									M	W	G	X			X		
Richard Kelly (replaced Burns)																															M	W	G

Coastal Carolina Community College
Institution

Appendix CCS-20

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Mrs. Wyatt Morton																			F	W	BE	X			X			X			X		
John Drew Warlick																			M	W	BE	X			X			X			X		
Louis Shields																			M	W	BE	X			X			X			X		
Hugh Ragsdale																			M	W	BE	X											
Dr. James G. Jones																			M	W	CC	X			X			X			X		
Senator W. D. Mills																			M	W	CC	X			X			X			X		
Evereitte Barbee (term expires 1973)																			M	W	CC	X			X			X			X		
Samuel A. Ottoway (deceased 1973)																			M	W	CC	X			X			X			X		
John Huff																			M	W	G	X			X			X			X		
Mr. Tommy Jones (expires 1973)																			M	W	G	X			X			X			X		
Dr. Willis Mease																			M	W	G	X			X			X			X		
Ray Marshall																			M	W	G	X			X			X			X		
Reuben Shaw																						M	W	BE	X			X			X		
K. B. Hurst																															M	W	G
James R. Strickland																															M	W	CC

College of The Albemarle
Institution

Appendix CCS-21

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1961			1962			1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	AA	Sex	Race	AA	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
George W. Attix	M	W	G	X			X																																
Vernon G. James	M	W	G	X			X			X			X			X			X			X			X			X			X			X			X		
Swindell L. Lowery	M	W	G	X			X																																
Robert F. Spence	M	W	G	X			X																																
John Wood Foreman	M	W	CC	X			X			X			X																										
Charles M. Gordon	M	W	CC	X			X			X			X																										
A. J. Reid	M	W	CC	X			X			X			X			X			X																				
Clyde Small Jr.	M	W	CC	X			X			X			X			X			X			X			X			X											
J. C. Abbott	M	W	BE	X			X			X			X			X			X			X			X			X			X			X			X		
Dr. William H. Wagoner	M	W	BE	X																																			
J. Henry LeRoy	M	W	BE	X			X			X			X			X			X			X			X			X			X			X			X		
John H. Moore	M	W	BE	X			X			X			X																										
Joseph P. Cramer							M	W	BE	X			X			X			X			X			X			X			X			X			X		
William F. Ainsley										M	W	G	X			X			X			X			X			X			X			X			X		
C. Alden Baker										M	W	G	X			X			X																				
M. K. Fearing, Jr.										M	W	G	X																										
Julian A. White, Sr.																M	W	G	X			X			X			X			X			X			X		

College of The Albemarle
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
W. T. Jackson Jr.										M	W	CC	X			X			X			X			X			X			X		
Joseph L. Lamb, Jr.										M	W	CC	X			X			X			X			X			X			X		
Franklin L. Britt										M	W	BE	X																				
Gerald F. White																M	W	G	X			X			X			X			X		
Celby Scott																M	W	CC	X			X			X			X			X		
Dr. William A. Hoggard, Jr.																M	W	BE															
L. A. Harris																			M	W	BE	X			X			X			X		
J. M. Duff																									M	W	CC	X			X		

Craven Community College
Institution

Appendix CCS-22

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Edwin J. Cella																M	W	BE	X			X			X			X			X		
Edward C. Howard																M	W	BE	X			X			X			X			X		
James B. Wiggins																M	W	BE	X			X											
Hiram J. Mayo																M	W	BE	X			X											
John R. Hill																M	B	CC	X			X			X			X			X		
Mrs. James H. Ipock																F	W	CC	X			X			X			X			X		
Charles T. Denham																M	W	CC	X			X			X			X			X		
Charles T. Barker																M	W	CC	X			X			X			X			X		
Albert Salem																M	W	G	X			X			X			X			X		
James F. Gavin																M	B	G	X			X			X			X			X		
Mrs. Evelyn C. Haire																F	W	G	X			X			X			X			X		
Lynn Kelso																M	W	G	X			X			X			X			X		
Sidney R. French, Jr.																									M	W	BE	X			X		
Archie B. White																									M	W	BE	X			X		

Davidson County Community College
Institution

Appendix CCS-23

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Felix O. Gee							M	W	CC	X			X			X			X			X			X			X			X		
Doak Finch							M	W	CC	X			X																				
E. M. Hunt							M	W	CC																								
L. M. Grimes, Jr.							M	W	CC	X			X			X			X			X			X			X			X		
L. E. Andrews							M	W	BE	X			X			X			X			X			X			X			X		
Thomas H. Burwell							M	W	BE	X			X			X			X			X			X			X			X		
Mrs. C. L. White Jr.							F	W	BE	X			X			X			X			X											
B. E. Mendenhall, Jr.							M	W	BE	X			X			X			X			X			X			X			X		
Mrs. Carl Brinkley							F	W	G	X			X			X			X			X			X			X			X		
Eric E. Morgan							M	W	G	X			X			X			X														
S. A. DeLapp							M	W	G	X			X			X			X														
R. F. Vanlandingham							M	W	G	X			X			X			X			X			X			X			X		
Bruce Smith							M	W	CC	X																							
Russell Zimmerman													M	W	CC	X			X														
Mrs. Doak Finch													F	W	CC	X			X			X			X								
Cliff Erickson																			M	W	G	X			X			X			X		
Robert C Huss																			M	W	CC	X			X								
Gaither Walser																			M	W	G	X			X			X			X		

Davidson County Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Wayne Miller																						M	W	G									
Lawson Brown																						M	W	BE	X			X			X		
Aaron Crowe																									M	W	G	X			X		
Joe L. Barrier																									M	W	CC	X			X		
Harvey Carpenter																												M	W	CC	X		

Durham Technical Institute
Institution

Appendix CCS-24

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Ernest G. Andrews							M	W	G	X			X			X			X			X			X			X			X		
Ronald C. Foreman							M	B	G	X			X			X			X			X			X			X					
Mrs. Herbert Fox							F	W	G	X			X			X																	
John W. Devitt							M	--	G	X																							
Dr. Sherwood Githens							M	W	BE	X			X			X			X			X			X			X			X		
Edward L. Phillips							M	W	BE	X			X			X			X			X			X			X			X		
Dean Walter J. Seeley							M	W	BE	X			X			X			X			X			X			X			X		
Donnie A. Sorrell							M	W	BE	X			X			X			X			X			X			X			X		
Robert L. Lyon							M	W	CC	X			X			X			X			X			X			X			X		
George W. Newton							M	W	CC	X			X			X			X			X			X			X			X		
Milton Roberson							M	W	CC	X			X			X			X			X			X			X			X		
Nathaniel B. White							M	B	CC	X			X			X			X			X			X			X			X		
A. Carroll Fledger										W	M	G	X			X			X			X			X			X			X		
Byron K. Hawkins																			M	W	G	X			X			X			X		
Mrs. Marie Spneigner																															F	B	BE
Sherrill High																									M	W	G	X			X		

Edgecombe Technical Institute
Institution

Appendix CCS-25

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
J. F. Havens																									M	W	CC	X			X		
R. D. Armstrong																									M	B	CC	X			X		
Guy E. Barnes																									M	W	CC	X			X		
Berry L. Anderson																									M	W	CC	X			X		
Jonathan K. Felton																									M	W	BE	X			X		
Zeb Brinson																									M	W	BE	X			X		
Dr. M. A. Ray																									M	B	BE	X			X		
Dr. T. S. Fleming																									M	W	BE	X			X		
J. B. Webb																									M	W	G	X			X		
Mrs. Nina Fountain																									F	W	G	X			X		
~~Neill A. McLean (term expires 1973)~~																									M	B	G	X			X		
Ferrell Rallings																									M	W	G						
Louis Perry																												M	W	G	X		

Appendix CCS-26

Fayetteville Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Roscoe L. Blue	M	W	CC	X			X			X			X			X			X			X			X			X			X		
Thornton W. Rose	M	W	CC	X			X			X			X			X			X			X			X			X			X		
Henry A. Rankin	M	W	CC	X			X			X			X			X			X														
James A. Gray	M	W	CC	X			X			X			X			X			X			X			X								
Paul H. Thompson	M	W	BE	X			X			X			X			X																	
Howard L. Hall	M	W	BE	X			X			X			X			X			X			X			X			X			X		
W. J. West	M	W	BE	X			X			X			X			X			X			X			X			X					
Neill J. Currie	M	W	BE	X			X			X			X			X			X			X			X			X			X		
Dr. Herbert W. Vick	M	B	G	X			X																										
Beth D. Finch	F	W	G	X			X			X			X																				
F. C. Franklin	M	W	G	X			X			X			X			X			X			X			X			X			X		
Gibson Prather	M	W	G	X			X			X			X			X			X														
Dr. Clarence A. Chick, Sr.							M	B	G	X																							
Marion C. George, Jr.										M	B	G	X			X			X			X			X			X			X		
John C. Mitchell													M	W	G	X			X			X			X			X			X		
John T. Henley																M	W	BE	X			X			X			X			X		
William C. Beard																			M	W	CC	X			X			X			X		
Mrs. Dan S. Currie, Jr.																									F	W	CC	X			X		

Fayetteville Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Harry B. Stein																												M	W	BE	X		
Harry F. Shaw																			M	W	G	X			X			X			X		
David G. Welson (replaced George)																															M	W	G

Forsyth Technical Institute
Institution

Appendix CCS-27

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Henry F. Snyder (term expires 1973)	M	W	CC	X			X			X			X			X			X			X			X			X			X		
William O. Barrett	M	W	CC	X			X			X			X			X			X			X			X			X			X		
Mrs. Bess Warren	F	W	CC	X			X			X			X			X			X														
G. S. Coltrane	M	W	CC	X			X			X			X																				
Mrs. Minnie Young	F	W	BE	X			X			X			X			X			X			X			X								
Dallas F. Chappell	M	W	BE	X			X			X			X			X			X			X			X			X			X		
Boyd M. Idol	M	W	BE	X			X			X			X			X			X														
Conrad Forbes	M	B	BE	X			X			X																							
Marvin J. Mulhern (term expires 1973)				M	W	G	X			X			X			X			X			X			X			X			X		
Claude Frederick				M	W	G	X																										
C. C. Lassiter				M	B	G	X			X			X			X			X														
Claude M. Hamrick				M	W	G	X			X																							
C Edwin Allman (replaced Frederick)							M	W	G	X			X			X			X						X			X			X		
Whit B. East (replaced Forbes)										M	W	BE	X			X			X			X			X								
Jack L. Covington (replaced Coltrane)													M	W	CC	X			X														
Emil N. Shaffner (replaced Hamrick)													M	W	G	X			X			X			X								
Grady P. Swisher (replaced Warren)																			M	W	CC	X			X			X			X		

Forsyth Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
C.C. Lassiter																			M	B	CC	X			X								
Vann H. Johnson (replaced Idol)																			M	W	BE	X			X			X					
Clyde F. McSwain (replaced Lassiter)																			M	W	G	X			X			X			X		
R. Douglas Boyer (replaced Lassiter)																									M	W	CC	X			X		
William F. Maready (replaced Young)																									M	W	BE	X					
Mrs. Mary B. Lauerman (replaced East)																									F	W	BE	X			X		
Thomas D. Robinson (replaced Shaffner)																									M	B	G	X			X		
Dr. Donald H. Hayes (replaced Maready)																												M	W	BE	X		
William H. J. Schultz (replaced Johnson)																												M	W	BE	X		
Ned R. Smith (replaced Snyder)																															M	W	CC

Gaston College
Institution

Appendix CCS-28

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
D. R. Mauney							M	W	BE																								
Ray P. Craig							M	W	BE																								
J. Edward Stowe							M	W	BE																								
H. W. Mackie							M	W	BE																								
Eugene A. Froneberger							M	W	CC																								
R. P. Caldwell							M	W	CC																								
Robert M. Howard							M	W	CC																								
Leon I. Schneider							M	W	CC																								
J. Bart Hall							M	W	G																								
David F. Mason							M	W	BE																								
James H. Atkins							M	W	G																								
Dr. Charles A. Glenn							M	W	BE																								
Albert G. Myers							M	W	G																								
Earl T. Groves							M	W	G																								
Fred L. Smyre, Jr.										M	W	CC																					
Dr. T. A. Will													M	W	CC																		
Alfred W. Bohanan																M	W	BE															
Larry K. Petty																			M	W	BE												
Walter J. Newcomb																			M	W	BE												

Gaston College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Charles E. Zeigler																						M	W	CC									
Mrs. Bobbie Rowland																									F	W	BE						
William N. Craig																									M	W	G						
Roland E. Bradley																															M	W	G

Guilford Technical Institute
Institution

Appendix CCS-29

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
William O. Conrad							M	W	BE																								
William Beerman													M	W	BE																		
John Davis							M	W	G																								
John R. Foster							M	W	BE																								
Russell S. Hall							M	W	CC																								
S. P. Bodenheimer																M	W	CC															
James Millikan																			M	W	CC												
C. Edward Kemp							M	W	BE																								
Dr. William Henson													M	W	BE																		
Robert O. Keistler							M	W	G																								
Sidney Lowe																			M	W	G												
Zalph L. Rochelle							M	W	BE																								
George Covington																			M	W	BE												
Percy H. Sears							M	W	CC																								
H. Franks Starling							M	W	G																								
John W. Thompson, Jr.							M	W	G																								
Dr. Wendall Patton							M	W	CC																								
Vance Chavis										M	B	CC																					

Guilford Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Dr. Gordon Saddler																									M	B	CC						
James L. Williams							M	W	CC																								

Halifax Technical Institute
Institution

Appendix CCS-30

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
A. Edwin Akers																									M	W	BE						
Mrs. Salter J. Cochran, Jr.																									F	B	G						
A. D. Haverstock																									M	W	BE						
J. D. Hines																									M	W	BE						
C. Kitchen Josey																									M	W	G						
R. B. Metcalfe																									M	W	BE						
T. W. Myrick																												M	W	CC			
Watson N. Sherrod, Jr.																									M	W	CC						
Dr. Clarence Shoffner																									M	B	CC						
William H. Thorne																									M	W	G						
Mrs. James R. Twisdale, Jr.																									F	W	G						
E. K. Veach, Sr.																									M	W	CC						
Carl L. Hoag																									M	W	CC						

Haywood Technical Institute
Institution

Appendix CCS-31

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Ray Burnette																			M	W	BE												
Charles Cable																						M	W	BE									
Joe Cline																M	W	BE															
Mary Cornwell																F	W	BE															
Lee Finger																									M	W	CC						
Pink Francis																			M	W	G												
Carl Gillis																			M	W	G												
Ernest Messer																M	W	CC															
G. C. Palmer, Jr.																			M	W	G												
T. Hugh Rogers																M	W	BE															
W. Curtis Russ																M	W	CC															
Elaine Schenck																															F	W	G
Carlton Holt																M	W	CC															
Sam Wiggins																M	W	CC															
Richard C. Wigger																M	W	BE															
Turner A. Cathey																M	W	CC															
Harold D. Long																			M	W	G												

Appendix CCS-32

Isothermal Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973			
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	
Lee Powers				M	W	G	✓	✓	✓																									
J. T. Mize							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Frank West				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Died - no replacement
Dr. William Elliott				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Max Padgett				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Robert Spratt				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ivey Cowan				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
James Tenner				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Clyde Tomblin				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
J. J. Tarlton				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
J. P. Buchanan																												M	W	CC	✓	✓	✓	
Paul Bridges				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Spencer Gamble				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Hollis Owen				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Kenneth Holsomback				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

James Sprunt Institute
Institution

Appendix CCS-33

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Leroy G. Simmons																									M	W	BE	✓	✓	✓	✓	✓	✓
James F. Strickland																									M	W	BE	✓	✓	✓	✓	✓	✓
Mrs. Edward L. Boyette																									F	W	BE	✓	✓	✓	✓	✓	✓
J. Willard Hoffler																									M	W	CC	✓	✓	✓	✓	✓	✓
Hugh S. Johnson																									M	W	CC	✓	✓	✓	✓	✓	✓
Addis P. Cates																									M	W	CC	✓	✓	✓	✓	✓	✓
Faison W. McGowen																									M	W	CC	✓	✓	✓	✓	✓	✓
Chareles H. Yelverton																									M	W	BE	✓	✓	✓	✓	✓	✓
William L. Hennessee, Jr. (Term expired 6-30-73)																									M	W	G	✓	✓	✓	✓	✓	✓
Joseph Newkirk																															M	W	G
Cecil A. Miller																									M	W	G	✓	✓	✓	✓	✓	✓
Edd Dudley Monk																									M	B	G	✓	✓	✓	✓	✓	✓
Roy S. Cavenaugh, Jr.																									M	W	G	✓	✓	✓	✓	✓	✓

Johnston Technical Institute
Institution

Appendix CCS-34

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Shelton A. Benson																									M	W	G	✓	✓	✓	✓	✓	✓
William R. Britt																									M	W	BE	✓	✓	✓	✓	✓	✓
N. L. Cannady																									M	B	CC	✓	✓	✓	✓	✓	✓
E. J. Corbett, Jr.																									M	W	G	✓	✓	✓	✓	✓	✓
Dr. John N. Denning																									M	W	CC	✓	✓	✓	✓	✓	✓
Mrs. J. Don Johnson																									F	W	BE	✓	✓	✓	✓	✓	✓
Mrs. Ruby L. Holt (Term expired 6-30-73)																												F	W	G	✓	✓	✓
Dr. Donnie H. Jones, Jr.																															M	W	G
Stanley C. Peele																									M	W	G	✓	✓	✓	✓	✓	✓
John Shallcross																									M	W	CC	✓	✓	✓	✓	✓	✓
Dr. C. C. Sox																									M	W	CC	✓	✓	✓	✓	✓	✓
Edward L. White																									M	W	BE	✓	✓	✓	✓	✓	✓
M. L. Wilson																									M	B	BE	✓	✓	✓	✓	✓	✓

Lenoir Community College
Institution

Appendix CCS-35

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
William E. Brewer				M	W	G																											
Robert H. Gilbert				M	W	G																											
Mrs. Paul L. Fletcher				F	W	G																											
Charles B. Aycock				M	W	G																											
Dr. Rachel Davis				F	W	CC																											
A. Forrest Waller				M	W	CC																											
Whitford Hill				M	W	CC																											
Henry H. Bullock				M	W	CC																											
Lynwood C. Turner				M	W	BE																											
Earl W. Kinsey				M	W	BE																											
Norman Dickerson				M	W	BE																											
G. Paul LaRoque				M	W	BE																											
Graham Knott													M	W	BE																		
J. R. Raynor																			M	W	G												
Major M. Boyd																									M	B	G						
James L. Hardy							M	W	G																								
Miss Mollie V. Hart																						F	W	G									
E. K. Best. Jr.																			M	B	BE												
John G. Page										M	W	BE																					

Lenoir Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Eugene B. Williams																						M	W	BE									
George E. Loftin										M	W	CC																					

Martin Technical Institute
Institution

Appendix CCS-36

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
John W. Sledge																			M	W	CC												
Percy A. Price																			M	W	CC												
Willie C. Bunch																			M	B	CC												
R. M. Allen, Jr.																															M	W	CC
A. B. Ayers																			M	W	BE												
Donald R. Stout																															M	W	BE
Mrs. Charles Wilson (Term expired 6-30-73)																			F	W	BE												
Manson Council																			M	B	BE												
Macon M. Holliday																			M	W	BE												
H. B. Gaylord																			M	W	BE												
W. L. Howell																			M	W	G												
J. A. Everett																			M	W	G												
Charles B. Griffin, Jr.																									M	W	G						
Dr. L. H. Wynn (Term expired 6-30-73)																									M	B	G						
Chapman Hutchinson (Term expired 6-30-73)																			M	W	CC												

Mayland Technical Institute
Institution

Appendix CCS-37

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Mark W. Bennett																									M	W	G						
Boyd C. Deyton																									M	W	BE						
Richard B. Dobbin																									M	W	G						
James R. Fox																									M	W	G						
Miss Martha Guy (Term expired 6-30-73)																									F	W	G						
Ralph J. Gwaltney																									M	W	BE						
Jason Hughes																									M	W	CC						
Hazen Ledford																									M	W	CC						
Warren H. Pritchard																									M	W	CC						
O. V. Tally																									M	W	CC						
Arthur Green																															M	W	BE
W. B. Wilkins																									M	W	BE						

Appendix CCS-38

McDowell Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Charles Allman																									M	W	CC						
John G. Childers																									M	W	G						
Vernon T. Eckerd																									M	W	CC						
Mrs. Zelma Bickette Forney																									F	B	G						
Boydston N. Frisby																									M	W	G						
Mrs. Clyde Norton																									F	W	G						
Robert J. Noyes, Jr.																									M	W	BE						
A. Keith Pooser																									M	W	BE						
Paul J. Story																									M	W	CC						
Charles A. Turner																									M	W	CC						
Joe Tyler																									M	W	BE						
Gale Wade																									M	W	BE						
Ray Cline																															M	W	CC
Paul Hughes																															M	W	BE
Henry Wilkinson																															M	W	G

Appendix CCS-39

Mitchell Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
William Brawley																															M	W	G
C. Chandler Bryan																															M	W	CC
K. C. Eller, Jr.																															M	W	CC
Dwight Goforth																															M	W	BE
Dr. J. Sam Holbrook																															M	W	G
James E. House																															M	B	CC
J. P. Huskins																															M	W	BE
Mrs. Beth Jefford																															F	W	BE
Carl Litaker																															M	W	BE
Troy A. Robertson																															M	W	CC
John Simpson																															M	W	G
Mrs. Elaine Steele																															F	W	G

Montgomery Technical Institute
Institution

Appendix CCS-40

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Jeff Allen																									M	W	CC						
Edgar Allen Anderson																									M	B	G						
Dr. Charles W. Bruton, Sr.																									M	W	G						
Jesse Capel																									M	W	CC						
Mrs. Robert M. Chappel																									F	W	G						
Eddie B. Coleman																									M	B	CC						
R. B. Jordan, III																									M	W	BE						
John Kern																									M	W	BE						
Mrs. Oliver Mack Kirk																									F	W	G						
Robert Liles, Jr.																									M	W	CC						
J. C. McRae																									M	W	BE						
Fred Taylor, Sr.																									M	W	BE						

Nash Technical Institute
Institution

Appendix CCS-41

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Frank G. Baldwin																									M	W	CC						
H. J. Cobb, Sr.																									M	W	CC						
Danford E. Cutchin																									M	W	CC						
Claude E. Deans																									M	W	BE						
Therman Edwards																									M	W	BE						
Warren Evans																									M	W	BE						
Julian S. Fenner																									M	W	BE						
Fred E. Harris																									M	W	G						
William F. Powell																												M	W	G			
Grace Ricks																															F	[illegible]	[illegible]
Orlando P. Stovall																									M	B	CC						
Bart Strickland																									M	W	G						
Oscar Lee Tyson, Jr.																									M	W	G						
Donald Wilhoff																									M	W	BE						
William Frank Wright																									M	B	G						
Robert E. Siler																															[illegible]	[illegible]	[illegible]

Pamlico Technical Institute
Institution

Appendix CCS-42

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Ray S. Alderman																									M	W	G						
Leland V. Brinson																									M	W	BE						
William Gibbs, Jr.																									M	B	G						
James B. Holton, Jr.																									M	W	CC						
James R. Hunnings																									M	W	CC						
Roscoe Ireland																									M	W	G						
Elward Jenette																									M	B	G						
Oscar Krechel																									M	W	BE						
Louis P. McCotter																									M	W	BE						
Perry E. McCotter, Sr.																									M	W	BE						
Earl Sadler																									M	W	CC						
J. C. Silverthorne																									M	W	CC						
Oliver B. Daniels																															M	W	CC
Franklin Brinson																															M	W	BE

Appendix CCS-43

Piedmont Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Mrs. Rosemary Pollock																			F	W	BE												
J. Henderson Munday																			M	W	CC												
Gordon P. Allen																			M	W	VE												
Harry Phipps																			M	W	CC												
Smith N. Knight																			M	B	BE												
R. D. Bumpass																			M	W	CC												
David W. Rogers (Dr.)																			M	W	BE												
W. H. Green																			M	W	CC												
Neal Rattican																									M	W	G						
Henry Eily																									M	B	G						
Mildred Henderson																									F	W	G						
D'Arcy Bradsher																									M	W	G						
Leon Long																												M	W	BE			

Pitt Technical Institute
Institution

Appendix CCS-44

TRUSTEES [illegible] SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Uran Cox				M	W	CC																											
Corey Stokes				M	W	CC																											
Vernon E. White				M	W	CC																											
Robert Lee Humber				M	W	CC																											
C. W. Everette				M	W	BE																											
R. E. Davenport				M	W	BE																											
Mrs. David J. Whichard, III.				F	W	BE																											
Joseph M. Taft				M	W	BE																											
Dr. E. B. Aycock				M	W	G																											
Earle L. Aiken				M	W	G																											
J. C. Wynne				M	W	G																											
A. B. Whitley, Jr.				M	W	G																											
Wiley Gaskins							M	W	CC																								
James W. Brewer							M	W	G																								
Robert L. Ramey										M	W	G																					
William F. Tyson																			M	W	G												
Carter G. Smith																									M	W	CC						

Appendix CCS-45

Randolph Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Lynn Albright							M	W	BE																								
T. A. Johnson, Jr.							M	W	CC																								
J. W. Plummer							M	W	CC																								
C. Ed Hughes, Jr.							M	W	BE																								
Cleveland Thayer							M	W	BE																								
D. S. Underwood							M	W	CC																								
E. S. Millsaps							M	W	CC																								
Ernest C. Routh							M	W	BE																								
Robert H. Allred										M	W	G																					
Ivey B. Luck										M	W	G																					
Alton P. Wall										M	W	G																					
Henry H. Jordan, II										M	W	G																					
Grady Lawson																			M	W	BE												
Eddie G. Allen																												M	W	CC			
Raeford R. Gaddis																M	W	G															
Wallace Garner																															M	W	G
Mrs. W. Frank Redding, Jr.																															F	W	BE
David C. Swann																															M	W	BE
Jerry W. Tilghman																															M	W	CC

Richmond Technical Institute
Institution

Appendix CCS-46

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
E. E. Hamer				M	W	BE																											
Herman Jenkins				M	W	BE																											
Robert Cole				M	W	BE																											
John D. Forte				M	B	BE																											
Hugh A. Lee				M	W	G																											
A. R. Cowan, Jr.				M	W	G																											
Horace Coleman				M	W	G																											
Athos Cockman				M	W	G																											
Janet Lindsey				F	W	CC																											
W. B. Myrick				M	W	CC																											
Herbert Bruce				M	W	CC																											
June Cheek				M	W	CC																											
Steward Gordon							M	W	BE																								
Lindsey DeWitt							M	W	G																								
Henry McLeod							M	W	G																								
John W. Covington, Jr.													M	W	CC																		
John Page, Jr.													M	W	G																		
Dr. Giles L. Cloninger																															M	W	BE
Walter S. Long IV (this has not been released by the Governor yet).																															M	W	G

Roanoke-Chowan Technical Institute
Institution

Appendix CCS-47

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
J. L. Faulcon																									M	B	BE						
H. C. Freeland																									M	B	CC						
George Gibbs																									M	W	BE						
W. Hayes Godwin																									M	W	G						
J. J. Harrington																									M	W	BE						
R. H. Jernigan, Jr.																									M	W	G						
C. Harold Moore																									M	W	CC						
Shirley S. Pierce																									F	W	BE						
Mrs. Julian Porter																									F	W	G						
Charles Revelle, Jr.																									M	W	CC						
Hunter Sharp																									M	W	CC						
A. M. Williams																									M	B	G						
William D. Edwards																															M	W	CC

Robeson Technical Institute
Institution

Appendix CCS-48

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
I. J. Williams																									M	W	BE	✓	✓	✓	✓	✓	✓
Guy P. McCormick																									M	W	BE	✓	✓	✓	✓	✓	✓
John L. Carter																									M	I	BE	✓	✓	✓	✓	✓	✓
A. D. Lewis																									M	W	BE	✓	✓	✓	✓	✓	✓
Vernon Floyd																									M	W	CC	✓	✓	✓	✓	✓	✓
E. W. Ayers																									M	W	CC	✓	✓	✓	✓	✓	✓
J. A. Singleton																									M	W	CC	✓	✓	✓	✓	✓	✓
B. C. McBee																									M	B	CC	✓	✓	✓	✓	✓	✓
Gene Ballard																									M	W	G	✓	✓	✓	✓	✓	✓
John W. Oxendine																									M	I	G	✓	✓	✓	✓	✓	✓
Scott Shepard																									M	W	G	✓	✓	✓	✓	✓	✓
Rev. Arnold Walker																									M	B	G	✓	✓	✓	✓	✓	✓
Gurney Kinlaw																															M	W	CC
Glenn A. Maynor																															M	I	G

Appendix CCS-49

Rockingham Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Welsford F. Bishopric				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Welsford F. Bishopric																															M	W	BE
Charles W. Campbell				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Earl W. Vaughn				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Julius J. Gwyn				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W. Canty Johnson				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Steve J. Smith				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. C. Hunter Moricle				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H. W. Whitcomb				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
J. Tom Cashion				M	W	CC	✓	✓	✓																								
Radford G. Powell				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D. Floyd Osborne				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
William C. Stokes				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wesley D. Webster							M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conrad R. Duncan																															M	W	CC
Dr. L. Gordon Clark													M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Rowan Technical Institute
Institution

Appendix CCS-50

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
George W. Bame				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Lane C. Dry				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Charles Erwin				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F. L. Fagan				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Clyde Harriss				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
J. H. Knox				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carroll Overton				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Odell Sapp				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Angus J. Currie				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Dr. O. H. Beatty				M	B	G	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Dr. Allen F. Scott				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Mrs. Arnold Snyder				F	W	G	✓	✓	✓																								
Stokes Devereaux							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Earl Young							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
William Murdock													M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
James E. Scott													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Walter Wagoner													M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
John Isenhour, Jr.																			M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rex Wood																			M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Rowan Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Mabel Yarborough																									F	B	G	✓	✓	✓	✓	✓	✓
Ruby Kesler																									F	W	CC	✓	✓	✓	✓	✓	✓
Harold Kemerly																															M	W	CC

Appendix CCS-51

Sampson Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Bynum Jackson																									M	W	CC	✓	✓	✓	✓	✓	✓
Calvin Jackson																									M	B	BE	✓	✓	✓	✓	✓	✓
Oscar Lee Parker																									M	W	CC	✓	✓	✓	✓	✓	✓
E. C. Sipe																									M	W	BE	✓	✓	✓	✓	✓	✓
James P. Turlington																									M	W	CC						
McRae Warren																									M	W	CC	✓	✓	✓			
H. C. Warren																									M	W	BE	✓	✓	✓			
Ollin Warren																									M	W	BE	✓	✓	✓	✓	✓	✓
Charlie Sutton																															M	W	BE
Mrs. Maxton Bass																									F	W	G	✓	✓	✓		✓	✓
Everett A. Carr																									M	W	CC	✓	✓	✓	✓	✓	✓
Lewis M. Fetterman																									M	W	G	✓	✓	✓	✓	✓	✓
Clifton Simmons																									M	I	G	✓	✓	✓	✓	✓	✓
Wallace Sills																															M	W	BE
Robert P. Rupert																									M	W	BE	✓	✓	✓	✓	✓	✓
Mrs. J. Loftin DeVane																															W	F	G

Sandhills Community College
Institution

Appendix CCS-52

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Dr. W. E. Alexander	M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H. Clifton Blue	M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. E. Causey	M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paul Dickson	M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N. L. Hodgkins, Sr.	M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Thomas B. Hunter	M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L. L. Marion, Jr.	M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Jere McKeithen																			M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ralph Monger													M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. Francis L. Owens													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. C. Robbins	M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. A. A. Vanore	M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. Charles Highsmith	M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
John F. Taylor	M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Robert S. Ewing	M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												

729

Southeastern Community College
Institution

Appendix CCS-53

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
H. G. Dameron				M	W	G																											
S. G. Koonce				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. B. Lattay				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. R. M. Williamson				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Henry B. Wyche				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. Jesse Fisher				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
P. O. Gore				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
C. Bion Sears				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Worth Dick Williamson				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H. P. Bell, Jr.				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
W. Earl Britt							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
James C. Green				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Mrs. M. H. Rourk				F	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Robert F. Floyd																									M	W	G	✓	✓	✓	✓	✓	✓
Worth Hester																						M	W	G									
J. Herman Leder																						M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓
Billy Hooks																									M	W	BE	✓	✓	✓	✓	✓	✓
John Frank Carter																									M	W	BE	✓	✓	✓	✓	✓	✓
John Spaulding																									M	B	G	✓	✓	✓	✓	✓	✓

Southeastern Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

Page 2

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Richard Maxwell																									M	W	G	✓	✓	✓	✓	✓	✓

Southwestern Technical Institute
Institution

Appendix CCS-54

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
John Wikle																M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Walter Jackson																M	I	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Noah Powell																						M	I	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Robert Carpenter																															M	W	CC
Oscar Ledford																M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paul Ellis																M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bruce MacMurray																M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
James E. Searcy																															M	W	CC
James B. Childress																M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs. Dort[illegible] McDonald																															F	W	BE
W. B. Dillard																M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
George J. Stewart																M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
R. P. Buchanan																M	W	G	✓	✓	✓												
Carl Stanford																			M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Odell Schuler																M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W. Paul Holt, Jr.																M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Charles S. Slagle																M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix CCS-55

Stanly Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Mrs. Lesslie Lilly Parks																									F	B	G	✓	✓	✓	✓	✓	✓
Guy Rushing																									M	W	G	✓	✓	✓	✓	✓	✓
David Lee																									M	W	G	✓	✓	✓	✓	✓	✓
Richard Lane Brown																									M	W	G	✓	✓	✓	✓	✓	✓
Wallace Martin																									M	W	CC	✓	✓	✓	✓	✓	✓
Mrs. Annie Ruth Kelley																									F	W	CC	✓	✓	✓	✓	✓	✓
Roy E. Dellinger																									M	W	CC	✓	✓	✓	✓	✓	✓
Edward J. Snyder, Jr.																									M	W	CC	✓	✓	✓	✓	✓	✓
Charles T. Barger																									M	W	BE	✓	✓	✓			
Gene Drye																															M	W	BE
Dallas Durham																									M	W	BE	✓	✓	✓	✓	✓	✓
Eugene Pickler																									M	W	Co. BE	✓	✓	✓	✓	✓	✓
Hazel Efird																									M	W	Co. BE	✓	✓	✓	✓	✓	✓

Surry Community College
Institution

Appendix CCS-56

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
R. G. Chatham							M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓															
William Allen, Jr.																M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oscar Smith							M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Frank Comer							M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Howard Woltz, Jr.													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Robert Merritt							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Robert Yarborough							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Jack Folger							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Foy Clark													M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs. Roxie Roth							F	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Mrs. Hugh Chatham																			F	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
John Frank							M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Charles Folger							M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs. Eric Jarrell																															F	W	CC
Robert Lowe													M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix CCS-57

Technical Institute of Alamance
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
James W. Pierce				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Clarence Hooper				M	W	BE	✓	✓	✓	✓	✓																						
Dr. Stephen Thomas				M	B	G	✓	✓	✓																								
Wallace W. Gee				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. Nimrod Harris				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
J. Robert Holt				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
John Jefferies				M	B	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Myron Rhyne				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Dr. Carl Sellars				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bernie Bean				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs. B. Tate Horton				F	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D. J. Walker				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Wallace Gee													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hubert Green										M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
W. Clary Holt													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elijah Shaw																			M	B	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Harry Heilig																			M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs. Byrde Chambers																									F	B	G	✓	✓	✓	✓	✓	✓
Charles Bennett																															M	W	BE

Technical Institute of Alamance
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
James Elgin																															M	W	G

Appendix CCS-58

Tri-County Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Kyle Beal																									M	W	G	✓	✓	✓	✓	✓	✓
W. T. Brown, Jr.																									M	W	CC	✓	✓	✓	✓	✓	✓
Ty W. Burnette																									M	W	G	✓	✓	✓	✓	✓	✓
Mrs. John B. Carringer																									F	W	G	✓	✓	✓	✓	✓	✓
Thomas C. Day																									M	W	CC	✓	✓	✓	✓	✓	✓
Gene Farmer																															M	W	CC
H. A. Mattox																									M	W	CC	✓	✓	✓	✓	✓	✓
Donald Gregory																									M	W	G	✓	✓	✓	✓	✓	✓
Noab Hembree																									M	W	CC	✓	✓	✓	✓	✓	✓
Leonard Lloyd																									M	W	BE	✓	✓	✓	✓	✓	✓
Jack Lorningood																												M	W	CC	✓	✓	✓
W. T. Moore																									M	W	CC	✓	✓	✓	✓	✓	✓
Carlyle Matheson																									M	W	BE	✓	✓	✓	✓	✓	✓

Appendix CCS-59

Vance-Granville Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Allen Williams																									M	B	BE	✓	✓	✓	✓	✓	✓
Louis Profilet																									M	W	BE	✓	✓	✓			
George T. Wilson																															M	W	BE
Charles F. Blackburn																									M	W	BE	✓	✓	✓	✓	✓	✓
George B. Blum																									M	W	BE	✓	✓	✓	✓	✓	✓
James C. Gardner																									M	W	V. CC	✓	✓	✓	✓	✓	✓
Lonnie G. Horton																									M	B	V. CC	✓	✓	✓	✓	✓	✓
Linwood T. Peoples																									M	W	CC	✓	✓	✓	✓	✓	✓
John T. Church																									M	W	CC	✓	✓	✓	✓	✓	✓
Parsegh Parseghian																									M	W	G	✓	✓	✓	✓	✓	✓
Rev. Arthur Poole																									M	B	G	✓	✓	✓	✓	✓	✓
Mrs. Katherine W. Kittrell																									F	W	G	✓	✓	✓	✓	✓	✓
L. Opie Frazier, Jr.																									M	W	G	✓	✓	✓	✓	✓	✓

Appendix CCS-60

W. W. Holding Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Leo E. Pucher							M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Robert A. Pittillo, Jr.							M	W	BE	✓	✓	✓	✓	✓	✓																		
W. W. Ballentine							M	W	CC																								
W. G. Enloe							M	W	BE	✓	✓	✓																					
T. M. Grimes							M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
William W. Johnson							M	W	CC	✓	✓	✓	✓	✓	✓																		
Carter S. Schaub							M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C. V. Whitley							M	W	BE																								
Anthony DeLisse							M	W	CC	✓	✓	✓	✓	✓	✓																		
Hal Perry							M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
William D. Ashley							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carl Boone Dean							M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
E. A. Loeser							M	W	G	✓	✓	✓																					
Lee C. Smith							M	W	G	✓	✓	✓																					
John W. Liles, Jr.										M	W	G	✓	✓	✓																		
Harry Clark II													M	W	G	✓	✓	✓	✓	✓	✓												
W. L. Woodard													M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paul A. DelaCourt													M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A. L. Becker													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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W. W. Holding Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Joseph Q. Holliday													M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Douglas Y. Perry																			M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philip O. Redwine																						M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mary M. Gentry																									F	W	BE	✓	✓	✓	✓	✓	✓
Donald H. Carpenter																									M	W	G	✓	✓	✓	✓	✓	✓
Harold H. Webb																															M	B	CC

Appendix CCS-61

Wayne Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Sam Hocutt				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Jesse S. Stewart				M	W	Co BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
John Peacock				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Shelton Jordan				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Munroe Best				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
James D. Evans				M	W	Co BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Dr. Ben Houston				M	W	Ci BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clay Brown Dale				M	W	Ci BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Earl Whitted, Jr.				M	B	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Hal Tanner				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mrs. Nancy Chase				F	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ralph Jinnette				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Edward J. Sharkany																						M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Powell Bland																									M	W	Co BE	✓	✓	✓	✓	✓	✓
C. T. Gibson																															M	W	G
Dr. H. F. Cofield																															M	B	City BE
Lamont Whitley																															M	W	CC

Appendix CCS-62

Western Piedmont Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
T. J. Curtis																												M	W	BE	✓	✓	✓
Rev. L. Clement Hahn				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
G. Maurice Hill				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dr. Ben E. Hoffmeyer				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Frank C. Patton				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Earl M. Spencer				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C. L. Walton				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Eugene M. White				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
John H. Carson																															M	B	BE
C. Sam Brinkley																															M	W	BE
Robert P. Carr				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Johnny R. Clark																															M	W	BE
J. Ray Childers																						M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Thad M. Poteat				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D. Holman Sigmon																						M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Noah O. Pitts, Jr.																															M	W	CC
W. Stanley Moore				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E. P. Dameron				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E. W. Phifer, Jr.				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Page 2

Western Piedmont Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
William M. Fulton																															M	W	G

Appendix CCS-63

Wilkes Community College
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Milton J. Ingram				M	B	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L. P. Somers				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Johnson J. Hayes				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Robert M. Gambill				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Robert R. Smoak				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Gordon E. Rhodes				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Richard B. Johnston				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Dr. Seth M. Beale				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																
Lewis H. Jenkins				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Mrs. John W. Andrews				F	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Mrs. C. Fred Lovette				F	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Robert L. Strickland				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
R. Kyle Hayes																						M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	
Don T. Culler																M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Wilson County Technical Institute
Institution

Appendix CCS-64

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
G=Governor
CC=County Commissioners
BE=Board of Education

B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
George H. Adams				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
J. N. Whitley				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Thomas McClees				M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H. D. Browning, Jr.				M	W	BE																											
Robert E. Dew				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. T. Boykin				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Paul Dickerman				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grove Simpson				M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
John Webb				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carl Smith				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Mrs. Maybelle Watson				F	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delmon Williamson				M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Jack P. Humphrey							M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Dr. Robert D. Richards																			M	W	BE	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Dr. John D. Costabile																			M	W	CC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T. L. Watson, Jr.																			M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Palmer Laughridge																			M	W	G	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Charles E. Branford																									M	B	BE	✓	✓	✓	✓	✓	✓
R. L. Whiteman																															M	W	BE

Appendix CCS-65

Wilson County Technical Institute
Institution

TRUSTEES BY SEX, RACE AND APPOINTING AGENCY

AA=Appointing Agency
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B=Black
W=White
I=Indian

Year	1963			1964			1965			1966			1967			1968			1969			1970			1971			1972			1973		
Name	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A	Sex	Race	A A
Dr. Badie T. Clark																															M	W	BE
Bobby F. Jones																															M	W	CC
Harry Helmer, Sr.																															M	W	G

TOTAL STAFF

Appendix CCG-66

	WHITE			BLACK			AMERICAN INDIAN			ORIENTAL			SPANISH SURNAMED AMERICAN			OTHER			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Anson T. I.	39	29	68	6	34	40	1	2	3	-	-	-	-	-	-	-	1	1	46	66	112
Asheville-Buncombe T. I.	134	95	229	11	8	19	-	-	-	-	-	-	-	-	-	-	-	-	145	103	248
Beaufort County T. I.	58	83	141	10	29	39	-	-	-	-	-	-	-	-	-	-	-	-	68	112	180
Bladen T. I.	24	16	40	3	3	6	5	1	6	-	-	-	-	-	-	-	-	-	32	20	52
Blue Ridge T. I.	52	59	111	1	1	2	-	-	-	-	-	-	-	-	-	-	1	1	53	61	114
Caldwell C. C. & T. I.	106	85	191	2	5	7	-	-	-	1	1	2	1	1	2	-	-	-	110	92	202
Cape Fear T. I.	187	111	298	39	59	98	-	1	1	-	-	-	-	1	1	2	-	2	228	172	400
Carteret T. I.	33	48	81	4	5	9	-	-	-	-	-	-	-	-	-	-	-	-	37	53	90
Catawba Valley T. I.	205	156	361	6	7	13	-	-	-	1	-	1	-	-	-	2	-	2	214	163	377
Central Carolina T. I.	87	111	198	7	13	20	-	-	-	-	-	-	-	-	-	1	-	1	95	124	219
Central Piedmont C. C.	422	298	720	58	102	160	1	1	2	1	3	4	7	3	10	9	4	13	498	411	909
Cleveland County T. I.	65	46	111	6	4	10	-	-	-	-	-	-	-	-	-	-	-	-	71	50	121
Coastal Carolina C. C.	177	161	338	11	31	42	-	1	1	-	4	4	1	2	3	-	-	-	189	199	388
College of The Albemarle	99	77	176	9	28	37	-	-	-	-	-	-	-	-	-	-	-	-	108	105	213
Craven T. I.	103	157	260	7	21	28	-	-	-	-	-	-	-	-	-	-	-	-	110	178	288
Davidson County C. C.	132	122	254	6	11	17	-	-	-	1	1	2	-	1	1	-	-	-	139	135	274
Durham T. I.	87	54	141	13	21	34	-	-	-	-	-	-	-	-	-	2	-	2	102	75	177
Edgecombe T. I.	47	45	92	5	19	24	-	-	-	1	-	1	-	-	-	-	-	-	53	64	117
Fayetteville T. I.	130	81	211	32	45	77	-	1	1	-	-	-	1	-	1	1	-	1	164	127	291
Forsyth T. I.	207	96	303	19	32	51	-	-	-	-	-	-	-	-	-	-	-	-	226	128	354
Gaston College	152	108	260	10	10	20	-	-	-	1	-	1	1	2	3	2	-	2	166	120	286
Guilford T. I.	277	165	442	17	41	58	-	-	-	1	-	1	1	-	1	1	-	1	297	206	503
Halifax County T. I.	30	30	60	12	18	30	-	-	-	-	-	-	-	-	-	-	-	-	42	48	90
Haywood T. I.	63	71	134	1	-	1	4	-	4	-	-	-	-	-	-	-	-	-	68	71	139
Isothermal C. C.	54	54	108	1	5	6	-	-	-	-	-	-	-	-	-	-	-	-	55	59	114
James Sprunt Institute	41	38	79	5	16	21	-	-	-	-	-	-	-	-	-	-	-	-	46	54	100
Johnston T. I.	83	117	200	10	18	28	-	-	-	-	-	-	-	-	-	-	-	-	93	135	228
Lenoir C. C.	136	101	237	50	59	109	-	-	-	-	1	1	2	-	2	-	-	-	188	161	349
Martin T. I.	39	35	74	12	13	25	-	-	-	-	-	-	-	-	-	-	-	-	51	48	99
Mayland T. I.	58	81	139	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58	81	139
McDowell T. I.	33	29	62	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	33	31	64
Mitchell C. C.																					
Montgomery T. I.	24	17	41	3	7	10	-	-	-	-	-	-	-	-	-	-	-	-	27	24	51
Nash T. I.	29	23	52	3	11	14	-	-	-	-	-	-	-	-	-	-	-	-	32	34	66
Pamlico T. I.	34	25	59	2	7	9	-	-	-	-	-	-	-	-	-	-	-	-	36	32	68
Piedmont T. I.	49	32	81	5	7	12	-	-	-	-	-	-	-	-	-	-	-	-	54	39	93
Pitt T. I.	116	112	228	13	15	28	-	-	-	-	-	-	-	-	-	-	-	-	129	127	256
Randolph T. I.	72	63	135	2	4	6	-	-	-	-	1	1	-	-	-	-	-	-	74	68	142
Richmond T. I.	68	81	149	21	27	48	-	-	-	-	-	-	-	-	-	-	-	-	89	108	197
Roanoke-Chowan T. I.	33	28	61	26	66	92	-	-	-	-	-	-	-	-	-	-	-	-	59	94	153
Robeson T. I.	74	54	128	13	10	23	17	16	33	-	-	-	-	-	-	-	-	-	104	80	184
Rockingham C. C.	88	71	159	14	11	25	-	-	-	-	-	-	-	-	-	-	-	-	102	82	184
Rowan T. I.	117	76	193	15	18	33	-	-	-	-	-	-	-	1	1	-	-	-	132	95	227
Sampson T. I.	66	62	128	11	16	27	-	-	-	-	-	-	-	-	-	-	-	-	77	78	155
Sandhills C. C.	109	92	201	22	13	35	1	2	3	-	-	-	-	-	-	-	-	-	132	107	239
Southeastern C. C.	99	111	210	23	16	39	1	6	7	-	-	-	-	-	-	-	-	-	123	133	256
Southwestern T. I.	62	55	117	-	1	1	-	-	-	-	-	-	1	-	1	-	-	-	63	56	119
Stanly T. I.	38	23	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38	23	61
Surry C. C.	72	52	124	4	2	6	1	-	1	-	-	-	1	-	1	-	-	-	78	54	132
T. I. of Alamance	109	91	200	11	7	18	-	-	-	-	-	-	-	-	-	-	-	-	120	98	218
Tri-County T. I.	38	32	70	-	-	-	-	1	1	-	-	-	-	1	1	1	-	1	39	34	73
Vance-Granville T. I.	43	39	82	9	18	27	-	-	-	-	-	-	-	-	-	-	-	-	52	57	109
W. W. Holding T. I.	93	70	163	10	10	20	-	-	-	1	-	1	-	-	-	-	-	-	104	80	184
Wayne C. C.	137	142	279	10	14	24	-	-	-	1	-	1	-	-	-	-	-	-	148	156	304
Western Piedmont C. C.	89	80	169	2	1	3	-	-	-	1	-	1	1	-	1	1	-	1	94	81	175
Wilkes C. C.	71	81	152	1	5	6	-	-	-	-	-	-	-	-	-	1	-	1	73	86	159
Wilson County T. I.	102	30	132	5	8	13	1	-	1	-	-	-	-	1	1	-	-	-	108	39	147
TOTAL Number	5,192	4,301	9,493	595	954	1,552	32	32	64	10	11	21	17	13	30	23	6	29	5872	5317	11,189
Percent	46.4	38.4	84.8	5.3	8.5	13.9	0.3	0.3	0.6	0.1	0.1	0.2	0.2	0.1	0.3	0.3	0.1	0.3	52.5	47.5	100.0

Appendix CCS-67

FULL-TIME CURRICULUM INSTRUCTORS

	WHITE			BLACK			AMERICAN INDIAN			ORIENTAL			SPANISH SURNAMED AMERICAN			OTHER			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	F	M	TOTAL	M	F	TOTAL
Anson T. I.	6	2	8	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	6	3	9
Asheville-Buncombe T. I.	43	20	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	43	20	63
Beaufort County T. I.	12	23	35	1	4	5	-	-	-	-	-	-	-	-	-	-	-	-	13	27	40
Bladen T. I.	6	4	10	-	-	-	3	1	4	-	-	-	-	-	-	-	-	-	9	5	14
Blue Ridge T. I.	10	3	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	3	13
Caldwell C. C. & T. I.	22	13	35	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-	24	13	37
Cape Fear T. I.	36	11	47	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	38	12	50
Carteret T. I.	14	11	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	11	25
Catawba Valley T. I.	41	13	54	-	2	2	-	-	-	-	-	-	-	-	-	1	-	1	42	15	57
Central Carolina T. I.	25	10	35	-	1	1	-	-	-	-	-	-	-	-	-	1	-	1	26	12	37
Central Piedmont C. C.	136	81	217	9	10	19	-	-	-	-	1	1	2	2	4	6	4	10	153	98	251
Cleveland County T. I.	10	3	13	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	10	5	15
Coastal Carolina C. C.	56	34	90	-	-	-	-	1	1	-	-	-	-	1	1	-	-	-	56	36	92
College of The Albemarle	30	14	44	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	31	15	46
Craven T. I.	10	6	16	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	11	10	21
Davidson County C. C.	39	22	61	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	40	22	62
Durham T. I.	29	14	43	3	6	9	-	-	-	-	-	-	-	-	-	1	-	1	33	20	53
Edgecombe T. I.	11	5	16	1	3	4	-	-	-	-	-	-	-	-	-	-	-	-	12	8	20
Fayetteville T. I.	49	19	68	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	50	20	70
Forsyth T. I.	45	20	65	1	3	4	-	-	-	-	-	-	-	-	-	-	-	-	46	23	69
Gaston College	54	17	71	-	2	2	-	-	-	1	-	1	1	2	3	1	-	1	57	21	78
Guilford T. I.	33	30	63	-	4	4	-	-	-	-	-	-	-	-	-	-	-	-	34	34	68
Halifax County T. I.	12	7	19	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	13	9	22
Haywood T. I.	21	4	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	4	25
Isothermal C. C.	23	7	30	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	23	8	31
James Sprunt Institute	18	9	27	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	18	10	28
Johnston T. I.	13	8	21	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	13	9	22
Lenoir C. C.	44	29	73	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	45	30	75
Martin T. I.	15	7	22	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	15	8	23
Mayland T. I.	2	3	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	3	5
McDowell T. I.	9	3	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	3	12
Mitchell C. C.																					
Montgomery T. I.	4	6	10	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	4	8	12
Nash T. I.	7	5	12	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	7	6	13
Pamlico T. I.	4	2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6
Piedmont T. I.	12	3	15	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	13	5	18
Pitt T. I.	29	14	43	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	31	15	46
Randolph T. I.	18	7	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	7	25
Richmond T. I.	17	11	28	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	18	11	29
Roanoke-Chowan T. I.	16	9	25	3	3	6	-	-	-	-	-	-	-	-	-	-	-	-	19	12	31
Robeson T. I.	13	7	20	1	1	2	1	1	2	-	-	-	-	-	-	-	-	-	15	9	24
Rockingham C. C.	41	17	58	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	41	18	59
Rowan T. I.	28	12	40	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	28	14	42
Sampson T. I.	11	10	21	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	14	11	25
Sandhills C. C.	52	25	77	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	53	27	80
Southeastern C. C.	39	26	65	1	2	3	-	-	-	-	-	-	-	-	-	-	-	-	40	28	68
Southwestern T. I.	10	10	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	10	21
Stanly T. I.	2	9	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	9	11
Surry C. C.	32	9	41	-	1	1	-	-	-	-	-	-	1	-	1	-	-	-			
T. I. of Alamance	29	17	46	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	29	19	48
Tri-County T. I.	9	3	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	3	12
Vance-Granville T. I.	9	5	14	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	9	7	16
W. W. Holding T. I.	54	23	77	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	55	23	78
Wayne C. C.	51	43	94	1	-	1	-	-	-	1	-	1	-	-	-	-	-	-	53	43	96
Western Piedmont C. C.	30	23	53	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	31	23	54
Wilkes C. C.	25	17	42	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	26	17	43
Wilson County T. I.	35	6	41	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	35	7	42
TOTAL Number	1,453	773	2,226	34	[illegible]	107	4	4	8	6	1	7	6	5	11	12	4	16	1,515	860	2,375
Percent	61.2	32.5	93.7	1.4	[illegible]	4.5	0.2	0.2	0.3	0.3	*	0.3	0.3	0.2	0.5	0.5	0.2	0.7	63.8	36.2	100.0

*less than 0.1%

Appendix CCS-68

PART-TIME CURRICULUM INSTRUCTORS

	WHITE			BLACK			AMERICAN INDIAN			ORIENTAL			SPANISH SURNAMED AMERICAN			OTHER			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Anson T. I.	1	3	4	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	4	5
Asheville-Buncombe T. I.	43	19	62	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	44	19	63
Beaufort County T. I.	8	5	13	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	9	5	14
Bladen T. I.	2	3	5	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6
Blue Ridge T. I.	3	6	9	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	3	7	10
Caldwell C. C. & T. I.	19	11	30	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	19	12	31
Cape Fear T. I.	6	3	9	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	8	3	11
Carteret T. I.	6	5	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	5	11
Catawba Valley T. I.	17	11	28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	11	28
Central Carolina T. I.	5	6	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	6	11
Central Piedmont C. C.	117	69	186	3	11	14	-	-	-	1	1	2	3	-	3	1	-	1	125	81	206
Cleveland County T. I.	27	9	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	9	36
Coastal Carolina C. C.	6	5	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	5	11
College of The Albemarle	12	6	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	6	18
Craven T. I.	23	18	41	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	23	19	42
Davidson County C. C.	23	9	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	9	32
Durham T. I.	6	4	10	-	2	2	-	-	-	-	-	-	-	-	-	1	-	1	7	6	13
Edgecombe T. I.	12	11	23	1	4	5	-	-	-	-	-	-	-	-	-	-	-	-	13	15	28
Fayetteville T. I.	30	12	42	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	33	12	45
Forsyth T. I.	10	3	13	1	3	4	-	-	-	-	-	-	-	-	-	-	-	-	11	6	17
Gaston College	15	3	18	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1	17	3	20
Guilford T. I.	29	17	46	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	29	19	48
Halifax County T. I.	3	3	6	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	3	4	7
Haywood T. I.	8	2	10	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	9	2	11
Isothermal C. C.	5	5	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	10
James Sprunt Institute	6	1	7	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	6	2	8
Johnston T. I.	8	2	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	2	10
Lenoir C. C.	23	6	29	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	6	29
Martin T. I.	3	2	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5
Mayland T. I.	7	2	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	2	9
McDowell T. I.	5	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5
Mitchell C. C.																					
Montgomery T. I.	3	2	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5
Nash T. I.	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Pamlico T. I.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Piedmont T. I.	15	2	17	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	16	2	18
Pitt T. I.	5	4	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	4	9
Randolph T. I.	5	2	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	2	7
Richmond T. I.	5	7	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	7	12
Roanoke-Chowan T. I.	-		1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Robeson T. I.	17	10	27	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-	19	10	29
Rockingham C. C.	8	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	8
Rowan T. I.	28	18	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	18	46
Sampson T. I.	2	2	4	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6
Sandhills C. C.	1	6	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	6	7
Southeastern C. C.	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Southwestern T. I.	24	14	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24	14	38
Stanly T. I.	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2
Surry C. C.	14	9	23	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	15	9	24
T. I. of Alamance	20	12	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	12	32
Tri-County T. I.	8	-	8	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	8	1	9
Vance-Granville T. I.	1	6	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	6	7
W. W. Holding T. I.	5	1	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1	6
Wayne C. C.	10	4	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	4	14
Western Piedmont C. C.	6	8	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	8	14
Wilkes C. C.	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2
Wilson County T. I.	3	2	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5
TOTAL (Number	671	375	1,046	19	27	46	1	-	1	1	2	3	3	1	4	3	1	4	695	406	1,104
(Percent	60.6	34.0	94.7	1.7	2.4	4.2	0.1	-	0.1	0.1	0.2	0.3	0.3	0.1	0.4	0.3	0.1	0.4	63.2	36.8	100.0

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Appendix CLS-69

EXTENSION INSTRUCTORS

	WHITE			BLACK			AMERICAN INDIAN			ORIENTAL			SPANISH SURNAMED AMERICAN			OTHER			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Anson T. I.	22	11	33	4	17	21	-	-	-	-	-	-	-	-	-	-	-	-	26	28	54
Asheville-Buncombe T. I.	17	18	35	2	4	6	-	-	-	-	-	-	-	-	-	-	-	-	19	22	41
Beaufort County T. I.	23	34	57	4	22	26	-	-	-	-	-	-	-	-	-	-	-	-	27	56	83
Bladen T. I.	8	1	9	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	8	2	10
Blue Ridge T. I.	31	39	70	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	32	40	72
Caldwell C. C. & T. I.	45	37	82	1	2	3	-	-	-	-	-	-	-	1	1	-	-	-	46	40	86
Cape Fear T. I.	94	70	164	25	56	81	-	1	1	-	-	-	-	1	1	-	-	-	119	128	247
Carteret T. I.	5	20	25	2	4	6	-	-	-	-	-	-	-	-	-	-	-	-	7	24	31
Catawba Valley T. I.	130	110	240	6	5	11	-	-	-	1	-	1	-	-	-	1	-	1	138	115	253
Central Carolina T. I.	43	77	120	4	10	14	-	-	-	-	-	-	-	-	-	-	-	-	47	87	134
Central Piedmont C. C.	117	64	181	38	52	90	-	1	1	-	1	1	2	-	2	1	-	1	156	118	276
Cleveland County T. I.	18	24	42	5	1	6	-	-	-	-	-	-	-	-	-	-	-	-	23	25	48
Coastal Carolina C. C.	90	100	190	9	28	37	-	-	-	-	4	4	1	1	2	-	-	-	100	133	233
College of The Albemarle	33	36	69	6	22	28	-	-	-	-	-	-	-	-	-	-	-	-	39	58	97
Craven T. I.	62	122	184	5	17	22	-	-	-	-	-	-	-	-	-	-	-	-	67	139	206
Davidson County C. C.	49	62	111	3	6	9	-	-	-	-	1	1	-	1	1	-	-	-	52	70	122
Durham T. I.	33	26	59	6	5	11	-	-	-	-	-	-	-	-	-	-	-	-	39	31	70
Edgecombe T. I.	15	16	31	1	9	10	-	-	-	-	-	-	-	-	-	-	-	-	16	25	41
Fayetteville T. I.	33	29	62	17	41	58	-	-	-	-	-	-	1	-	1	1	-	1	52	70	122
Forsyth T. I.	127	37	164	12	23	35	-	-	-	-	-	-	-	-	-	-	-	-	139	60	199
Gaston College	60	61	121	3	3	6	-	-	-	-	-	-	-	-	-	-	-	-	63	64	127
Guilford T. I.	188	82	270	12	30	42	-	-	-	1	-	1	1	-	1	-	-	-	202	112	314
Halifax County T. I.	5	5	10	6	7	13	-	-	-	-	-	-	-	-	-	-	-	-	11	12	23
Haywood T. I.	24	47	71	-	-	-	3	-	3	-	-	-	-	-	-	-	-	-	27	47	74
Isothermal C. C.	18	26	44	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	18	29	47
James Sprunt Institute	10	13	23	2	13	15	-	-	-	-	-	-	-	-	-	-	-	-	12	26	38
Johnston T. I.	53	94	147	7	15	22	-	-	-	-	-	-	-	-	-	-	-	-	60	109	169
Lenoir C. C.	45	35	80	35	50	85	-	-	-	-	1	1	2	-	2	-	-	-	82	86	168
Martin T. I.	15	14	29	10	11	21	-	-	-	-	-	-	-	-	-	-	-	-	25	25	50
Mayland T. I.	44	69	113	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44	69	113
McDowell T. I.	12	17	29	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	12	19	31
Mitchell C. C.																					
Montgomery T. I.	11	3	14	2	4	6	-	-	-	-	-	-	-	-	-	-	-	-	13	7	20
Nash T. I.	16	8	24	1	9	10	-	-	-	-	-	-	-	-	-	-	-	-	17	17	34
Pamlico T. I.	24	18	42	1	7	8	-	-	-	-	-	-	-	-	-	-	-	-	25	25	50
Piedmont T. I.	14	10	24	3	4	7	-	-	-	-	-	-	-	-	-	-	-	-	17	14	31
Pitt T. I.	62	62	124	6	11	17	-	-	-	-	-	-	-	-	-	-	-	-	68	73	141
Randolph T. I.	34	39	73	2	4	6	-	-	-	-	1	1	-	-	-	-	-	-	36	44	80
Richmond T. I.	21	25	46	13	17	30	-	-	-	-	-	-	-	-	-	-	-	-	34	42	76
Roanoke-Chowan T. I.	10	16	26	17	56	73	-	-	-	-	-	-	-	-	-	-	-	-	27	72	99
Robeson T. I.	33	23	56	7	7	14	13	15	28	-	-	-	-	-	-	-	-	-	53	45	98
Rockingham C. C.	15	29	44	3	6	9	-	-	-	-	-	-	-	-	-	-	-	-	18	35	53
Rowan T. I.	51	30	81	13	16	29	-	-	-	-	-	-	-	1	1	-	-	-	64	47	111
Sampson T. I.	41	32	73	6	13	19	-	-	-	-	-	-	-	-	-	-	-	-	47	45	92
Sandhills C. C.	35	34	69	13	5	18	1	2	3	-	-	-	-	-	-	-	-	-	49	41	90
Southeastern C. C.	35	53	88	14	12	26	1	5	6	-	-	-	-	-	-	-	-	-	50	70	120
Southwestern T. I.	14	16	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	16	30
Stanly T. I.	20	10	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	10	30
Surry C. C.	10	11	21	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	11	12	23
T. I. of Alamance	45	35	80	6	5	11	-	-	-	-	-	-	-	-	-	1	-	1	51	40	91
Tri-County T. I.	10	19	29	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	11	20	31
Vance-Granville T. I.	23	21	44	7	15	22	-	-	-	-	-	-	-	-	-	-	-	-	30	36	66
W. W. Holding T. I.	6	12	18	-	5	5	-	-	-	-	-	-	-	-	-	-	-	-	6	17	23
Wayne C. C.	55	56	111	3	8	11	-	-	-	-	-	-	-	-	-	-	-	-	58	64	122
Western Piedmont C. C.	41	41	82	2	-	2	-	-	-	-	-	-	1	-	1	1	-	1	45	41	86
Wilkes C. C.	19	31	50	-	5	5	-	-	-	-	-	-	-	-	-	-	-	-	19	36	55
Wilson County T. I.	52	18	70	4	4	8	-	-	-	-	-	-	-	1	1	-	-	-	56	23	79
TOTAL (Number	2,166	2,048	4,214	350	674	1,024	16	25	41	2	8	10	8	6	14	5	-	5	2549	2761	5,310
(Percent	40.8	38.6	79.4	6.6	12.7	19.3	0.3	0.5	0.8	*	0.2	0.2	0.2	0.1	0.3	0.1	-	0.1	48.0	52.0	100.0

*less than 0.05

Appendix OCS-70

ADMINISTRATIVE STAFF

	WHITE			BLACK			AMERICAN INDIAN			ORIENTAL			SPANISH SURNAMED AMERICAN			OTHER			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Anson T. I.	4	1	5	-	1	1	1	-	1	-	-	-	-	-	-	-	-	-	5	2	7
Asheville-Buncombe T. I.	15	9	24	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	17	10	27
Beaufort County T. I.	9	4	13	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	10	4	14
Bladen T. I.	7	2	9	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-	9	2	11
Blue Ridge T. I.	8	4	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	4	12
Caldwell C. C. & T. I.	16	6	22	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	17	6	23
Cape Fear T. I.	22	3	25	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	23	3	26
Carteret T. I.	6	1	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7
Catawba Valley T. I.	12	2	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	2	14
Central Carolina T. I.	11	2	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	2	13
Central Piedmont C. C.	20	2	22	3	-	3	1	-	1	-	-	-	-	-	-	-	-	-	24	2	26
Cleveland County T. I.	10	3	13	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	11	3	14
Coastal Carolina C. C	9	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	9
College of The Albemarle	20	4	24	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	21	4	25
Craven T. I.	6	1	7	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	7	1	8
Davidson County C. C.	13	1	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	1	14
Durham T. I.	11	-	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	-	11
Edgecombe T. I.	6	1	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7
Fayetteville T. I.	15	2	17	2	-	2	-	1	1	-	-	-	-	-	-	-	-	-	17	3	20
Forsyth T. I.	7	1	8	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	7	2	9
Gaston College	13	1	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	1	14
Guilford T. I.	13	2	15	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	14	2	16
Halifax County T. I.	6	2	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	2	8
Haywood T. I.	6	6	12	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	7	6	13
Isothermal C. C.	8	2	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	2	10
James Sprunt Institute	7	2	9	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	8	2	10
Johnston T. I.	8	2	10	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	11	2	13
Lenoir C. C.	19	3	22	6	1	7	-	-	-	-	-	-	-	-	-	-	-	-	25	4	29
Martin T. I.	6	3	9	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	8	4	12
Mayland T. I.	5	3	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	3	8
McDowell T. I.	5	3	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	3	8
Mitchell C. C.																					
Montgomery T. I.	6	1	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7
Nash T. I.	5	1	6	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	7	1	8
Pamlico T. I.	4	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4
Piedmont T. I.	3	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4
Pitt T. I.	14	5	19	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	15	5	20
Randolph T. I.	9	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	9
Richmond T. I.	10	1	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	1	11
Roanoke-Chowan T. I.	6	-	6	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	7	1	8
Robeson T. I.	4	1	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5
Rockingham C. C.	7	-	7	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	8	-	8
Rowan T. I.	6	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6
Sampson T. I.	5	1	6	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7
Sandhills C. C.	5	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5
Southeastern C. C.	22	6	28	1	-	1	-	1	1	-	-	-	-	-	-	-	-	-	23	7	30
Southwestern T. I.	13	4	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	4	17
Stanly T. I.	6	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6
Surry C. C.	12	2	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	2	14
T. I. of Alamance	10	-	10	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	11	-	11
Tri-County T. I.	10	3	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	3	13
Vance-Granville T. I.	6	1	7	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	7	1	8
W. W. Holding T. I.	18	9	27	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	20	10	30
Wayne C. C.	8	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	-	8
Western Piedmont C. C.	7	2	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	2	9
Wilkes C. C.	17	7	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	7	24
Wilson County T. I.	4	1	5	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	5	1	6
TOTAL (Number	540	124	664	38	7	45	5	2	7	-	-	-	-	-	-	-	-	-	583	133	716
(Percent	75.4	17.3	92.7	5.3	1.0	6.3	0.7	0.3	1.0	-	-	-	-	-	-				81.4	18.6	100.0

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Appendix CCS-71

SUPPORT STAFF

	WHITE			BLACK			AMERICAN INDIAN			ORIENTAL			SPANISH SURNAMED AMERICAN			OTHER			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Anson T. I.	6	12	18	2	15	17	-	1	1	-	-	-	-	-	-	-	1	1	8	29	37
Asheville-Buncombe T. I.	16	29	45	6	3	9	-	-	-	-	-	-	-	-	-	-	-	-	22	32	54
Beaufort County T. I.	6	17	23	3	3	6	-	-	-	-	-	-	-	-	-	-	-	-	9	20	29
Bladen T. I.	1	6	7	1	2	3	1	-	1	-	-	-	-	-	-	-	-	-	3	8	11
Blue Ridge T. I.	-	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7
Caldwell C. C. & T. I.	4	18	22	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	4	21	25
Cape Fear T. I.	29	24	53	9	2	11	-	-	-	-	-	-	-	-	-	2	-	2	40	26	66
Carteret T. I.	2	11	13	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	4	12	16
Catawba Valley T. I.	5	20	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	20	25
Central Carolina T. I.	3	16	19	3	2	5	-	-	-	-	-	-	-	-	-	-	-	-	6	18	24
Central Piedmont C. C.	32	82	114	5	29	34	-	-	-	-	-	-	-	1	1	1	-	1	38	112	150
Cleveland County T. I.	-	7	7	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8
Coastal Carolina C. C.	16	22	38	2	3	5	-	-	-	-	-	-	-	-	-	-	-	-	18	25	43
College of The Albemarle	4	17	21	1	5	6	-	-	-	-	-	-	-	-	-	-	-	-	5	22	27
Craven T. I.	2	8	10	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	2	9	11
Davidson County C. C.	8	28	36	3	5	8	-	-	-	-	-	-	-	-	-	-	-	-	11	33	44
Durham T. I.	8	10	18	4	8	12	-	-	-	-	-	-	-	-	-	-	-	-	12	18	30
Edgecombe T. I.	3	12	15	2	3	5	-	-	-	1	-	1	-	-	-	-	-	-	6	15	21
Fayetteville T. I.	3	19	22	9	3	12	-	-	-	-	-	-	-	-	-	-	-	-	12	22	34
Forsyth T. I.	18	35	53	5	2	7	-	-	-	-	-	-	-	-	-	-	-	-	23	37	60
Gaston College	10	26	36	6	5	11	-	-	-	-	-	-	-	-	-	-	-	-	16	31	47
Guilford T. I.	14	34	48	4	5	9	-	-	-	-	-	-	-	-	-	-	-	-	18	39	57
Halifax County T. I.	4	13	17	5	8	13	-	-	-	-	-	-	-	-	-	-	-	-	9	21	30
Haywood T. I.	4	12	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	12	16
Isothermal C. C.	-	14	14	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1	15	16
James Sprunt Institute	-	13	13	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	2	14	16
Johnston T. I.	1	11	12	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	1	13	14
Lenoir C. C.	5	28	33	8	7	15	-	-	-	-	-	-	-	-	-	-	-	-	13	35	48
Martin T. I.	-	9	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
Mayland T. I.	-	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
McDowell T. I.	2	6	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	6	8
Mitchell C. C.																					
Montgomery T. I.	-	5	5	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1	6	7
Nash T. I.	1	8	9	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	9	10
Pamlico T. I.	2	5	7	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	3	5	8
Piedmont T. I.	5	16	21	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	5	17	22
Pitt T. I.	6	27	33	4	3	7	-	-	-	-	-	-	-	-	-	-	-	-	10	30	40
Randolph T. I.	6	15	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	15	21
Richmond T. I.	15	37	52	7	10	17	-	-	-	-	-	-	-	-	-	-	-	-	22	47	69
Roanoke-Chowan T. I.	1	2	3	5	6	11	-	-	-	-	-	-	-	-	-	-	-	-	6	8	14
Robeson T. I.	7	13	20	4	2	6	2	-	2	-	-	-	-	-	-	-	-	-	13	15	28
Rockingham C. C.	17	25	42	10	4	14	-	-	-	-	-	-	-	-	-	-	-	-	27	29	56
Rowan T. I.	4	16	20	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	6	16	22
Sampson T. I.	5	17	22	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	7	18	25
Sandhills C. C.	16	27	43	8	6	14	-	-	-	-	-	-	-	-	-	-	-	-	24	33	57
Southeastern C. C.	3	24	27	7	2	9	-	-	-	-	-	-	-	-	-	-	-	-	10	26	36
Southwestern T. I.	1	11	12	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	12	13
Stanly T. I.	8	4	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	4	12
Surry C. C.	4	21	25	2	-	2	1	-	1	-	-	-	-	-	-	-	-	-	7	21	28
T. I. of Alamance	5	27	32	4	-	4	-	-	-	-	-	-	-	-	-	-	-	-	9	27	36
Tri-County T. I.	1	7	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	7	8
Vance-Granville T. I.	4	6	10	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	5	7	12
W. W. Holding T. I.	10	25	35	8	4	12	-	-	-	-	-	-	-	-	-	-	-	-	18	29	47
Wayne C. C.	13	39	52	6	6	12	-	-	-	-	-	-	-	-	-	-	-	-	19	45	64
Western Piedmont C. C.	5	6	11	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	5	7	12
Wilkes C. C.	9	25	34	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	10	25	35
Wilson County T. I.	8	3	11	1	3	4	-	-	-	-	-	-	-	-	-	-	-	-	9	6	15
TOTAL Number	362	981	1,343	157	173	330	4	1	5	1	-	1	-	1	1	3	1	4	527	1,157	1,684
TOTAL Percent	21.5	58.3	79.8	9.3	10.3	19.6	0.2	0.1	0.3	0.1	-	0.1	-	0.1	0.1	.2	0.1	0.2	31.3	68.7	100.

Appendix CCS-72

NORTH CAROLINA

TECHNICAL INSTITUTES AND COMMUNITY COLLEGES

NORTH CAROLINA
TECHNICAL INSTITUTES AND COMMUNITY COLLEGES

PURPOSE

The purpose of the North Carolina Community College System is to expand the educational opportunities between high school and the senior college or university. In carrying out this role, the system of technical institutes and community colleges offers a variety of academic and occupational education opportunities from basic elementary education through the two-year associate degree level in technical or academic fields.

GENERAL INFORMATION

Admissions: The institutions have an open door admission policy for both high school graduates and others who are 18 years or older but are not high school graduates. Individuals between 16 and 18 years of age who did not graduate from high school may be allowed to attend the institution, providing their needs can best be served in a technical institute or community college and the written permission of their public school superintendent or his designated representative has been obtained.

FINANCES

Expenses: Charges for tuition and fees vary according to (1) the student's status as a resident or non-resident of North Carolina, (2) classification of student (full-time or part-time), and (3) the curriculum in which the student is enrolled. The student should write to the institution for details. In addition to tuition charges, you have your living cost plus the cost of books and materials.

Housing: The institutions in the Community College System are non-residential institutions. Dormitories are not provided by the institution. However, the Student Personnel Office at such institutions usually assists students who live outside of the community in finding a suitable place to live while enrolled in the institution.

Financial Aid: Most of the institutions have a financial aid program available to their students. Specific information on financial aid may be obtained from the institution when you make application.

PROGRAMS

The Community College System institutions offer a wide variety of educational programs. Each institution provides programs and curriculums best suited to the needs of the area in which the institution is located. College Transfer, General Education, Technical, and Vocational programs are usually offered. The College Transfer programs are designed so the individual can complete up to two years of a four-year bachelors degree program in a community college. The associate degree in arts is awarded upon completion of the College Transfer programs. Technical programs are generally two years in length and award an associate degree in applied sciences upon completion of the program. These programs prepare the individual to enter into an occupation as a para-professional. Vocational programs provide education and skill training for occupational employment. The length of these programs ranges from one quarter to eight quarters. Certificates are awarded upon completion of any curriculum less than one year in length. Vocational programs that are one year in duration or longer award a diploma upon completion.

In addition to the programs listed above, each institution offers courses for adults to complete high school, apprenticeship programs, and courses for general interest. Also, courses for improving job knowledge and skills are offered.

The following charts indicate full-time vocational, technical, and college transfer curriculums currently offered by each institution. You should consult the appropriate chart to see where the program of study in which you are interested is offered. If you desire to learn more about a specific program listed in these charts, refer to the Educational Guide available in most guidance counselors' offices or contact the institution directly for further information.

TECHNICAL PROGRAMS 1972 - 73

INSTITUTIONS

Anson Technical Institute
Asheville-Buncombe Technical Institute
Beaufort County Technical Institute
Bladen Technical Institute
Blue Ridge Technical Institute
Caldwell Community College & Technical Institute
Cape Fear Technical Institute
Carteret Technical Institute
Catawba Valley Technical Institute
Central Carolina Technical Institute
Central Piedmont Community College
Cleveland County Technical Institute
Coastal Carolina Community College
College of the Albemarle
Craven Technical Institute
Davidson County Community College
Durham Technical Institute
Edgecombe Technical Institute
Fayetteville Technical Institute
Forsyth Technical Institute
Gaston College
Guilford Technical Institute
Halifax County Technical Institute
Haywood Technical Institute
Isothermal Community College
James Sprunt Institute
Johnston Technical Institute
Lenoir Community College
Martin Technical Institute
Mayland Technical Institute
McDowell Technical Institute
Montgomery Technical Institute
Nash Technical Institute
Pamlico Technical Institute
Piedmont Technical Institute
Pitt Technical Institute
Randolph Technical Institute
Richmond Technical Institute
Roanoke-Chowan Technical Institute
Robeson Technical Institute
Rockingham Community College
Rowan Technical Institute
Sampson Technical Institute
Sandhills Community College
Southeastern Community College
Southwestern Technical Institute
Stanly Technical Institute
Surry Community College
Technical Institute of Alamance
Vance-Granville Technical Institute
Wake Technical Institute
Wayne Community College
Western Piedmont Community College
Wilkes Community College
Wilson County Technical Institute

PROGRAMS

Accounting
Agricultural Business
Agricultural Chemicals
Agricultural Science and Mechanization
Air Conditioning and Refrigeration
Architectural
Associate Degree Nursing
Assoc. Degree Program Vocational Instr.
Audiovisual
Aviation Maintenance
Aviation Management and Career Pilot
Banking and Finance
Broadcasting
Building Construction
Business Administration
Chemical
Civil Engineering
Commercial Art and Advertising Design
Commercial Graphics
Computer
Corrections and Juvenile Delinquency
Counselor Associate
Court Reporting
Culinary Science
Dental Hygiene
Dental Laboratory
Diesel and Equipment
Early Childhood Specialist
Electrical Engineering
Electromechanical
Electronic Data Processing - Business
Electronic Data Processing - Scientific
Electronics Engineering
Environmental Engineering
Environmental Science
Fire and Safety Engineering
Fire Science
Fire Service Operation and Management
Fish and Wildlife Management
Fisheries Research and Management
Floral Design and Shop Management
Food Processing
Forest Management
Forest Products
Forest Recreation
Furniture Drafting and Design
Furniture Production
General Occupational
General Office
Hospital Plant Engineering & Maintenance
Hotel and Motel Management
Industrial Engineering
Industrial Management
Inhalation Therapy
Instrumentation
Interior Design
Journalism
Learning Media Production
Library Assistant
Manufacturing
Marine
Marine Laboratory
Marketing and Retailing
Mechanical
Mechanical Drafting & Design
Medical Laboratory Technician
Medical Office Assistant
Mental Health Associate
Minerals
Nuclear Medicine
Opticianry
Ornamental Horticulture
Photography
Physical Therapy
Plastics
Police Science
Poultry and Livestock
Radiology
Recreation
Recreational Grounds Management
Recreational Therapy
Secretarial - Engineering and Technical
Secretarial - Executive
Secretarial - Legal
Secretarial - Medical
Soil and Water Conservation
Surveying
Teacher Aide
Technical Illustrating
Telephony
Textile Technology and Management
Traffic and Transportation
Transportation Maintenance
Veterinary Medical
Video Visual Graphics
Visual Merchandising

VOCATIONAL PROGRAMS 1972 - 73

PROGRAMS	Anson Technical Institute	Asheville-Buncombe Technical Inst.	Beaufort County Technical Institute	Bladen Technical Institute	Blue Ridge Technical Institute	Caldwell Community College & Tech. Inst.	Cape Fear Technical Institute	Carteret Technical Institute	Catawba Valley Technical Institute	Central Carolina Technical Institute	Central Piedmont Community College	Cleveland County Technical Institute	Coastal Carolina Community College	College of the Albemarle	Craven Technical Institute	Davidson County Community College	Durham Technical Institute	Edgecombe Technical Institute	Fayetteville Technical Institute	Forsyth Technical Institute	Gaston College	Guilford Technical Institute	Halifax County Technical Institute	Haywood Technical Institute	Holding Technical Institute	Isothermal Community College	James Sprunt Institute	Johnston Technical Institute	Lenoir Community College	Martin Technical Institute	Mayland Technical Institute	McDowell Technical Institute	Montgomery Technical Institute	Nash Technical Institute	Pamlico Technical Institute	Piedmont Technical Institute	Pitt Technical Institute	Randolph Technical Institute	Richmond Technical Institute	Roanoke-Chowan Technical Institute	Robeson Technical Institute	Rockingham Community College	Rowan Technical Institute	Sampson Technical Institute	Sandhills Community College	Southeastern Community College	Southwestern Technical Institute	Stanly Technical Institute	Surry Community College	Technical Institute of Alamance	Tri-County Technical Institute	Vance-Granville Technical Institute	Wayne Community College	Western Piedmont Community College	Wilkes Community College	Wilson County Technical Institute
Air Conditioning and Refrigeration	x	x					x				x	x	x						x	x	x	x			x				x			x	x				x				x		x	x		x				x						
Airframe and Powerplant Mechanics																																																					x			
Automotive Body Repair							x				x	x	x			x		x		x						x		x		x		x		x											x	x	x	x			x		x			
Automotive Mechanics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Basic Electrical Installation																												x																												
Carpentry and Cabinetmaking		x																x	x	x				x						x							x			x	x						x				x				x	
Child Care Worker											x							x				x				x																				x				x		x			x	
Computer Operator											x																																												
Cosmetology			x	x		x		x						x	x			x				x	x				x	x	x	x				x		x				x		x		x		x	x				x					x
Culinary Science		x	x																																																				
Dental Assistant		x									x		x						x			x																												x			x	x		
Diesel Vehicle Maintenance	x										x									x															x											x							x			x
Drafting - Building Trades													x				x		x	x		x																	x					x												
Drafting - Mechanical						x	x					x			x	x				x	x	x	x		x		x										x			x	x	x	x							x		x		x		
Electrical Drafting																									x																														
Electrical Installation and Maintenance					x	x			x			x	x						x	x	x	x		x	x	x	x			x	x	x			x	x	x	x			x		x	x				x	x			x				x
Electronic Servicing							x			x		x	x			x		x		x	x	x	x		x	x	x	x	x								x		x	x	x	x			x	x	x	x			x	x			x	x
Farming																																					x																		
Food Preparation Specialist																																				x				x															
Furniture Production Assistant						x																																																	
Graphic Arts - Printing																				x																																			
Heavy Equipment Mechanics		x									x																																												x
Heavy Equipment Operator																																																							x
Horticulture																								x																															
Hospital Plant Maintenance																																x																							
Industrial Laboratory																																							x																
Industrial Maintenance - Electromechanical				x	x					x											x								x											x	x			x											
Industrial Mechanics																																						x																	
Industrial Sewing Machine Operator																																									x															
Instrument Mechanic																																		x						x																
Light Construction				x																											x				x					x						x			x							
Lumber Specialist																								x																															
Machinist		x				x	x		x	x	x			x	x	x		x	x	x	x	x		x	x				x								x	x	x		x	x	x				x		x	x			x			x
Marine Mechanics								x																																															
Masonry									x	x		x	x	x					x				x	x			x									x	x				x						x	x				x				x	
Medical Laboratory Assistant		x	x	x																					x																														
Medical Office Assistant											x																																												
Nurse Assistant			x	x				x		x	x							x	x				x		x	x		x	x				x	x						x													x			x
Operating Room Assistant			x				x		x															x	x																													
Outboard Motor Repair	x																											x																											
Plumbing and Pipefitting												x							x	x												x															x								
Pottery Production																																	x																						
Practical Automotive Repair																									x																														
Practical Bricklaying			x																										x																										
Practical Carpentry	x		x																						x				x																										
Practical Electrical Wiring																													x																										
Practical Machine Operation																									x																														
Practical Masonry																									x																														
Practical Nursing	x	x	x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x	x		x	x		x		x	x			x	x	x	x	x		x		x	x	x			x		x	x		x	x
Practical Radio and TV Repair																												x					x													x										
Practical Welding																									x								x																						
Radio and TV Broadcasting										x																																													
Saw Filer																								x																															
Sawyer																								x																															
Sheet Metal															x																					x																				
Teacher Aide																							x						x	x							x			x												x				
Tool and Die Maker		x								x									x		x				x																														
Upholstering						x			x													x											x																						
Upholstery Cutting						x																x																																	
Upholstery Sewing						x			x													x																																	
Vending Machine Maintenance																																							x																
Waste Water Treatment Plant Operator			x																x																																				
Watchmaking																																																					x			
Welding	x	x	x		x	x	x	x			x	x	x		x	x		x	x	x	x	x	x	x		x	x		x			x		x		x		x	x	x	x	x	x	x		x			x		x	x	x			x

COLLEGE TRANSFER PROGRAMS

1972 - 73

	PRE-PROFESSIONAL																													
COMMUNITY COLLEGES	LIBERAL ARTS	Agriculture	Art	Architecture	Business Administration	Business Education	Dentistry	Drama	Engineering	Forestry	General	Journalism	Law	Mathematics	Medicine	Ministry	Music	Nursing	Optometry	Pharmacy	Physical Therapy	Public Administration	Recreation	Science	Social Work	Teaching Elementary	Teaching Secondary	Textile Chemistry	Textile Technology	Veterinary Medicine
Caldwell	X				X	X			X		X		X										X			X	X			
Central Piedmont	X	X				X	X		X	X		X	X		X					X		X			X	X	X			
Coastal Carolina	X				X	X					X		X													X	X			
College of the Albemarle	X				X	X											X									X	X			
Davidson County	X				X				X		X			X					X					X		X	X			
Gaston	X	X	X		X		X		X	X		X	X	X	X	X	X		X	X				X	X	X	X	X	X	
Isothermal	X				X			X	X				X	X	X		X								X	X	X			
Lenoir County	X	X			X	X	X		X		X		X	X	X	X			X	X	X			X	X	X	X			
Rockingham	X	X	X		X		X		X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			
Sandhills	X	X		X	X		X		X	X			X	X	X	X	X			X				X	X	X	X			X
Southeastern	X		X		X	X	X		X	X			X	X	X	X	X	X				X		X	X	X	X			
Surry	X	X	X	X	X	X	X		X	X			X	X	X	X		X	X	X	X	X		X	X	X	X			
Wayne	X					X	X		X	X			X		X									X		X	X			
Western Piedmont	X		X		X				X	X					X											X	X			
Wilkes	X				X	X	X		X				X	X	X		X					X		X		X	X			X

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TECHNICAL INSTITUTES and COMMUNITY COLLEGES

1 Anson Technical Institute
P O Box 68
Ansonville N C 28007
(704-826-2575)

2 Asheville-Buncombe Technical Institute
340 Victoria Road
Asheville, N C 28801
(704-254-1921)

3 Beaufort County Technical Institute
P O Box 1069
Washington N C 27889
(919-946-6194)

4 Bladen Technical Institute
P O Box 126
Dublin N C 28337
(919-862-2164)

5 Blue Ridge Technical Institute
101 N Church Street
Hendersonville N C 28739
(704-692-0294)

6 Caldwell Community College &
Technical Institute
P O Box 600
Lenoir N C 28645
(704-728-4323)

7 Cape Fear Technical Institute
411 N Front Street
Wilmington N C 28401
(919-763-9876)

8 Carteret Technical Institute
P O Box 550
Morehead City N C 28557
(919-726-2811)

9 Catawba Valley Technical Institute
Hickory N C 28601
(704-327-9124)

10 Central Carolina Technical Institute
Route 2, Box 55
Sanford N C 27330
(919-775-5401)

11 Central Piedmont Community College
P O Box 4009
Charlotte, N C 28204
(704-372-2590)

12 Cleveland County Technical Institute
137 S Post Road
Shelby N C 28150
(704-482-4379)

13 Coastal Carolina Community College
222 Georgetown Road
Jacksonville, N. C. 28540
(919-455-1221)

14 College of the Albemarle
Elizabeth City N C 27909
(919-335-0821)

15 Craven Technical Institute
P O Box 885
New Bern, N C 28560
(919-638-4131)

16 Davidson County Community College
P O Box 1287
Lexington, N C 27292
(704-249-8186)

17 Durham Technical Institute
P O Drawer 11307
Durham, N C 27703
(919-596-8293)

18 Edgecombe Technical Institute
P O Box 550
Tarboro, N. C. 27886
(919-823-5166)

19 Fayetteville Technical Institute
P O Box 5236
Fayetteville, N C 28303
(919-484-4121)

20 Forsyth Technical Institute
2100 Silas Creek Parkway
Winston-Salem, N. C 27103
(919-723-0371)

21 Gaston College
New Dallas Highway
Dallas, N C 28034
(704-922-3136)

22 Guilford Technical Institute
P O. Box 309
Jamestown, N C 27282
(919-292-1101)

23 Halifax County Technical Institute
P. O. Drawer 809
Weldon, N C 27890
(919-536-4152)

24 Haywood Technical Institute
P O Box 457
Clyde, N C 28721
(704-627-2821)

25 Isothermal Community College
P O Box 36
Spindale, N. C 28160
(704-631-3636)

26 James Sprunt Institute
P O Box 398
Kenansville, N C 28349
(919-296-4591)

27 Johnston Technical Institute
P O. Box 29
Smithfield, N C 27577
(919-963-7531)

28 Lenoir Community College
P. O. Box 188
Kinston, N C 28501
(919-527-6223)

29 Martin Technical Institute
P O Drawer 866
Williamston N C 27892
(919-792-5033)

30 Mayland Technical Institute
P O Box 547
Spruce Pine, N C 28777
(704-765-7351)

31 McDowell Technical Institute
P O Box 1049
Marion N C 28752
(704-652-6021)

32 Montgomery Technical Institute
P O Drawer 579
Troy, N C 27371
(919-572-1311)

33 Nash Technical Institute
P O Box 2347
Rocky Mount N C 27801
(919-443-4011)

34 Pamlico Technical Institute
P O Box 1215
Alliance, N C 28509
(919-745-4031)

35 Piedmont Technical Institute
P O Box 1175
Roxboro, N C 27573
(919-599-1181)

36 Pitt Technical Institute
P O Drawer 7007
Greenville, N C 27834
(919-756-3130)

37 Randolph Technical Institute
P O Box 1009
Asheboro, N C 27203
(919-629-1471)

38 Richmond Technical Institute
P O Box 1189
Hamlet, N C 28345
(919-582-1980)

39 Roanoke-Chowan Technical Institute
P O Box 548
Ahoskie, N C 27910
(919-332-4188)

40 Robeson Technical Institute
P O Box 98
St Pauls, N C 28384
(919-738-4241)

41 Rockingham Community College
Wentworth N C 27375
(919-342-2338)

42. Rowan Technical Institute
P O. Box 1555
Salisbury N C 28144
(704-637-0760)

43 Sampson Technical Institute
P O Drawer 318
Clinton, N C 28328
(919-564-4192)

44 Sandhills Community College
P O Box 1379
Southern Pines, N C 28387
(919-692-6185)

45 Southeastern Community College
P O Box 151
Whiteville N C 28472
(919-642-7141)

46 Southwestern Technical Institute
P O Box 95
Sylva, N C 28779
(704-586-4091)

47 Stanly Technical Institute
821 Wall Street
Albemarle, N C 28001
(704-982-0121)

48 Surry Community College
P O Box 304
Dobson, N C 27017
(919-386-8121)

49 Technical Institute of Alamance
411 Camp Road
Burlington N C 27215
(919-227-7471)

50 Tri-County Technical Institute
P O Box 40
Murphy N C 28906
(704-837-6810)

51 Vance-Granville Technical Institute
406 Chestnut Street
Henderson, N C 27536
(919-492-2061)

52 Wayne Community College
P O Box 1878
Goldsboro N C 27530
(919-735-5151)

53 Western Piedmont Community College
P O Box 549
Morganton N C 28655
(704-437-8688)

54 Wilkes Community College
P O Drawer 120
Wilkesboro, N C 28697
(919-667-7136)

55 Wilson County Technical Institute
P O Box 4305, Woodard Station
Wilson N C 27893
(919-237-1195)

56 W W Holding Technical Institute
Route 10, Box 200
Raleigh, N C 27603
(919-772-0551)

Appendix CCS-73

PROPOSED FORM

DEPARTMENT OF COMMUNITY COLLEGES
STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA 27611

Staff Module Information Sheet

(1) ______________________
INSTITUTION

(2) QUARTER
_____ FALL
_____ WINTER
_____ SPRING 19____
_____ SUMMER

(3) _____ - _____ - _____
SOCIAL SECURITY NUMBER

(4) EMPLOYEE'S NAME ____________ / ____________ / ____________
LAST FIRST MIDDLE

(5) RACE:
_____ 1 CAUCASIAN/WHITE
_____ 2 NEGRO/BLACK
_____ 3 AMERICAN INDIAN
_____ 4 ORIENTAL/AMERICAN ASIAN
_____ 5 SPANISH SURNAMED AMERICAN
_____ 6 OTHER ____________

(6) SEX:
_____ 1 FEMALE
_____ 2 MALE

(7) DATE OF BIRTH: ___/___/___
MM DD YY

(8) IF YOU ARE A VETERAN, WHICH BRANCH OF SERVICE DID YOU SERVE
_____ 1 AIR FORCE
_____ 2 ARMY
_____ 3 COAST GUARD
_____ 4 MARIN
_____ 5 NAVY

(9) MARITAL STATUS:
_____ 1 SINGLE
_____ 2 MARRIED
_____ 3 DIVORCED
_____ 4 WIDOW/WIDOWER
_____ 5 SEPARATED

(10) POSITION TITLE: ______________________

EDUCATIONAL INFORMATION

(11) INDICATE HIGHEST EDUCATIONAL LEVEL ATTAINED:
_____ 1 LESS THAN HIGH SCHOOL
_____ 2 HIGH SCHOOL OR EQUIVALENT
_____ 3 TWO YEARS OR LESS OF POST HIGH SCHOOL CREDIT
_____ 4 ASSOCIATE DEGREE
_____ 5 MORE THAN TWO YEARS OF COLLEGE
_____ 6 BACHELORS DEGREE
_____ 7 MASTERS DEGREE
_____ 8 DOCTORS DEGREE

(12) MAJOR AREA OF STUDY:
_____ 1 AGRICULTURAL
_____ 2 BUSINESS
_____ 3 EDUCATION
_____ 4 ENGINEERING
_____ 5 HUMANITIES
_____ 6 LIBERAL ARTS
_____ 7 LIFE SCIENCES
_____ 8 PHYSICAL SCIEN
_____ 9 OTHER

(13) NAME OF INSTITUTION GRANTING DEGREE:
____

(14) DATE HIGHEST DEGREE WAS CONFERRED: ___/___
MM YY

BACKGROUND INFORMATION

(15)_____ TOTAL NUMBER OF YEARS EMPLOYED BY THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES (FULL-TIME AND PART-TIME)
(16)_____ TOTAL NUMBER OF YEARS EMPLOYED BY THIS INSTITUTION
(17)_____ TOTAL NUMBER OF YEARS EXPERIENCE IN TEACHING OR EDUCATIONAL ADMINISTRATION
(18)_____ TOTAL NUMBER OF YEARS WORK EXPERIENCE DIRECTLY RELATED TO YOUR CURRENT POSITION
(19)_____ TOTAL NUMBER OF YEARS WORK EXPERIENCE EXCLUSIVE OF TEACHING OR EDUCATIONAL ADMINISTRATION

(20) MOST RECENT POSITION PRIOR TO EMPLOYMENT AT THIS INSTITUTION:
_____ 1 TEACHING
_____ 2 EDUCATIONAL ADMINISTRATION
_____ 3 STUDENT
_____ 4 WORK FORCE-DIRECTLY RELATED
_____ 5 WORK FORCE-NOT DIRECTLY RELATED
_____ 6 MILITARY-DIRECTLY RELATED
_____ 7 MILITARY-NOT DIRECTLY RELATED
_____ 8 OTHER ____________

(21) EMPLOYMENT STATUS:
_____ 1 FULL-TIME
_____ 2 PART-TIME, SALARIED
_____ 3 PART-TIME, HOURLY

(22) AREA OF RESPONSIBILITY:
_____ 1 ADMINISTRATION
_____ 2 INSTRUCTION
_____ 3 STAFF SUPPORT
_____ 4 OTHER ____________

(23) TYPE OF TENURE:
_____ 1 PERMANENT TENURE
_____ 2 CONTINUING CONTRACT
_____ 3 ANNUAL CONTRACT
_____ 4 NONE

(24) LENGTH OF CONTRACT, THIS SCHOOL YEAR:
FROM ___/___
MM YR
TO ___/___
MM YR

(25) DISTRIBUTION OF HOURS FOR A TYPICAL WEEK IN THIS QUARTER:

ADMINISTRATIVE		INSTRUCTIONAL	LECTURE	LAB
1 MANAGEMENT	_____	8 COLLEGE TRANSFER	_____	___
2 CLERICAL	_____	9 GENERAL EDUCATION	_____	___
3 MAINTENANCE AND OPERATIONS	_____	10 TECHNICAL	_____	___
4 STUDENT SERVICES	_____	11 VOCATIONAL	_____	___
5 STAFF SUPPORT	_____	12 LEARNING LAB	_____	___
6 TRAVEL	_____	13 OCCUPATIONAL EXTENSION	_____	___
7 EXTRACURRICULAR	_____	14 SELF-SUPPORTING EXTENSION	_____	___
		15 ACADEMIC EXTENSION	_____	___
		16 CLASS PREPARATION & FOLLOW-UP	_____	___

____
SIGNATURE

REVISED*

Appendix CCS-74

C. CERTIFICATION BY THE BOARD OF TRUSTEES OF THE LOCAL INSTITUTION

To the State Board of Education:

We, the Board of Trustees of ______________________________________(Institution) do hereby certify:

1. That the information contained in the application is true and correct to the best of our knowledge and belief; and do hereby make application to the State Board of Education for a tentative grant or approval from State and/or Federal funds for plant construction or improvements in the amount of $______________, to be used exclusively for facilities, land or other permanent improvements described herein and in accordance with the minutes and resolution, of the Board of Trustees dated ______________________________, 19______.

2. That the described permanent improvements are necessary for meeting the educational needs of the area served and that this proposed project is in accordance with the rules and regulations adopted by the State Board of Education.

3. That a fee simple title is held by the Board of Trustees to the property upon which the said facilities or improvements are to be made as attested to on page 5, Section E, by the Attorney for the Board.

4. That the assurance of compliance with Title VI of the Civil Rights Act of 1964 dated ______________________________, 19______, applies to this application, and that the facilities project herein requested has been considered from the viewpoint of potential impact upon the desegregation of public post-secondary educational institutions in this area of the State of North Carolina; and we further certify that in our best judgment the execution of the facilities project herein requested will not impede the further desegregation of any such public post-secondary educational institution.

5. That in formal session with a quorum present, the Board of Trustees authorized this application and further authorized the Chairman, the Secretary and the Chief Administrative Officer of this Board to execute all papers required by the rules and regulations of the State Board of Education.

(SEAL ON ORIGINALS)

____
Chairman - Board of Trustees

____
Secretary - Board of Trustees

*DCC3-1(Rev. 1 July, 1974)

REVISED*

Appendix CCS-75

DEPARTMENT OF COMMUNITY COLLEGES
State Board of Education
Raleigh, North Carolina 27611

Institutional Proposal for New Curriculum

INSTITUTION____DATE____________________

CODE NUMBER AND TITLE
OF PROPOSED CURRICULUM____

PROPOSED STARTING DATE____

This application to offer the enclosed described curriculum is consistent with the long-range plan developed for the institution. The information and data enclosed are complete and accurate to the best of my knowledge. This curriculum is required to serve the educational and training needs not being met by other institutions, public or private. Where this curriculum duplicates an existing program, further information is included in Part A-3 of the application.

I certify that an analysis has been made of our budget and that the required funds to employ faculty and to provide facilities, equipment and instructional materials are provided for.

Signed:____________________________________ __________________________
President Date

Request for Curriculum Approval and Certification as to Racial Desegregation Impact

The Board of Trustees requests approval of the enclosed described curriculum by the State Board of Education and certifies that the program requested has been considered from the viewpoint of its potential impact upon the desegregation of public post-secondary educational institutions in this area of the State of North Carolina; and we further certify that in our best judgment the execution of the program herein requested will not impede the further desegregation of any such public post-secondary educational institution and will be open to qualified students regardless of race, color, creed, sex or ethnic background.

Signed:____________________________________ ________________________________
Chairman, Board of Trustees Date

____
Secretary, Board of Trustees

(SEAL ON ORIGINALS)

DCC 1-11 (Rev. 1Jul.74)

Appendix CCS-76

LIBRARY VOLUMES OF PRINT MATERIAL PER FULL-TIME EQUIVALENT STUDENT

Institution	No. of Vols. 1973*	Avg. Annual FTE '72-'73	No. of Vols. per FTE Student **
Anson T. I.	5,000	377	13.3
Asheville-Buncombe T. I.	17,139	1,681	10.2
Beaufort County T. I.	15,000	1,005	14.9
Bladen T. I.	8,534	391	21.8
Blue Ridge T. I.	6,452	649	9.9
Caldwell C. C. & T. I.	17,000	1,324	12.8
Cape Fear T. I.	11,020	2,854	3.9
Carteret T. I.	6,901	647	10.7
Catawba Valley T. I.	16,845	1,896	8.9
Central Carolina T. I.	12,000	1,641	7.3
Central Piedmont C. C.	46,448	7,089	6.6
Cleveland County T. I.	9,800	687	14.3
Coastal Carolina C. C.	14,000	2,838	4.9
College of the Albemarle	26,000	1,163	22.3
Craven C. C.	9,000	984	9.1
Davidson County C. C.	29,450	1,645	17.9
Durham T. I.	14,000	1,437	9.7
Edgecombe T. I.	7,500	907	8.3
Fayetteville T. I.	14,003	2,488	5.6
Forsyth T. I.	14,116	2,164	6.5
Gaston College	34,179	2,116	16.2

LIBRARY VOLUMES OF PRINT MATERIAL PER FULL-TIME EQUIVALENT STUDENT

Institution	No. of Vols. 1973*	Avg. Annual FTE '72-'73	No. of Vols. per FTE Student**
Guilford T. I.	17,000	2,972	5.7
Halifax County T. I.	9,000	860	10.5
Haywood T. I.	10,238	900	11.4
Isothermal C. C.	20,495	739	27.7
James Sprunt Institute	15,000	817	18.4
Johnston T. I.	7,000	1,184	5.9
Lenoir C. C.	30,664	2,422	12.7
Martin T. I.	7,950	681	11.7
Mayland T. I.	5,000	218	22.9
McDowell T. I.	6,848	479	14.3
Mitchell C. C.	19,150	1,148	16.7
Montgomery T. I.	5,000	300	16.7
Nash T. I.	8,500	551	15.4
Pamlico T. I.	6,714	249	27.0
Piedmont T. I.	5,000	1,171	4.3
Pitt T. I.	12,676	1,607	7.9
Randolph T. I.	10,000	881	11.4
Richmond T. I.	8.773	1.183	7.4
Roanoke-Chowan T. I.	6,252	886	7.1
Robeson T. I.	8,434	978	8.6
Rockingham C. C.	23,000	1,211	19.0
Rowan T. I.	11,500	1,144	10.1

LIBRARY VOLUMES OF PRINT MATERIAL
PER FULL-TIME EQUIVALENT STUDENT

Institution	No. of Vols. 1973*	Avg. Annual FTE '72-'73	No. of Vols. per FTE Student**
Sampson T. I.	7,500	910	8.2
Sandhills C. C.	29,189	1,552	18.8
Southeastern C. C.	32,000	1,441	22.2
Southwestern T. I.	9,893	766	12.9
Stanly T. I.	6,231	286	21.8
Surry C. C.	22,519	1,085	20.8
T. I. of Alamance	16,972	1,459	11.6
Tri-County T. I.	5,785	892	6.5
Vance-Granville T. I.	6,500	632	10.3
W. W. Holding T. I.	12,608	1,530	8.2
Wayne C. C.	28.411	2,143	13.3
Western Piedmont C. C.	22,000	1,284	17.1
Wilkes C. C.	25,531	1,563	16.3
Wilson County T. I.	21,542	1,000	21.5

*Data gathered from: 1973 Survey of N. C. TI/CC libraries (45 responses);
State Library report on "Statistics of N. C. University and College Libraries" (1972);
Telephone Calls

**Curriculum and Extension

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 13 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Appendix CCS-77

PROPOSED MODEL DESEGREGATION IMPACT QUESTIONS FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM*

A. Types of Actions Requiring Impact Statements

The general questions in Section B below will provide the basis for more specific questions for Community College System institution replies for each of the following proposed actions:

1. State Board of Education approval and funding of new construction, or major expansion or renovation of facilities;
2. State Board of Education approval of new curriculum programs, e.g., college transfer, nursing, or cosmetology;
3. State Board of Education approval of contracts among/between State Board of Education, Community College System institutions and other institutions or agencies, e.g., hospitals, senior institutions, Appalachian Regional Commission, etc.; proprietary educational institutions, etc.;
4. State Board of Education approval to establish a new community college or technical institute, or to charter a private institution as a member institution of the Community College System.

B. General Questions

1. What are the numbers and percentages in the general population, by race and sex, within the Community College System administrative area (tax support area)? (Exception: data regarding contracts for educational services to be provided to or from larger areas should be compiled for the entire relevant areas.)
2. For the current year and the past year, what are/were the part-time and full-time student representations by race and sex? List the numbers and percentages for each major educational program area (vocational, technical,

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*This proposed model is subject to modification based on experience.

general education, college transfer, and total extension programs).

3. For the current year and the past year, what are/were the full-time faculty, administrative, and support staff representations by race and sex? (For administrators and support staff, list separately by each of the following categories: general administration, student personnel services, instruction, clerical, and operations/maintenance.)
4. What would be the institution's projection for each of the next two years for each category in Items B.2. and B.3. if this proposal were not approved and implemented?
5. What is the projection for each of the next two years in each category in Item B.2. and B.3. if this proposal is approved by the State Board of Education and implemented by the proposing institution?
6. What effect, if any, would the approval of this proposal have for each of the next two years upon the desegregation efforts of: (a) all post-secondary institutions within a 25-mile radius of the proposing Community College System institution, and (b) the nearest public senior institution? A rationale for this answer should be given.

C. Certification (Certification means the above information is correct in the best judgment of each signing party.)

Signed and certified by:

1. Chief executive officer of the proposing and/or contracting institution*

   ______________________________ Date: ______________________

2. Chairman, board of trustees of proposing and/or contracting institution*

   ______________________________ Date: ______________________

3. State President (or designee)?

   ______________________________ Date: ______________________

4. Chairman, State Board of Education

   ______________________________ Date: ______________________

*The chief executive officer and the board chairman of the proposing and/or contracting institution agree to provide data for monitoring the effects of this proposal to the Department of Community Colleges periodically on request.